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IDENTIFIERS California

ABSTRACT

Designed as a resource for elementary teachers (4-6), this curriculum activities guide is second in a set of four based on an articulated (K-12) career education competency curriculum model designed to infuse career education into the curriculum on a districtwide basis. Materials for each of the four program components are arranged under the following headings: major objective, curricular objective (competency), area of emphasis, content, suggested learning activity, resources, and assessment strategies. The four components, based on the curriculum model, are (1) Career Planning and Decision Making (individual differences, self-awareness, career development, adaptive skills, career planning), (2) Education, Work, and Leisure Alternatives (work roles, societal expectations, relationship between education and work and leisure time, job entry), (3) Lifestyle and Personal Satisfaction (meanings of work, job satisfaction, job specialization) and (4) Occupational Roles (consumer awareness, work roles and responsibilities, and transferable worker traits). Bibliographies are included for each component. The appendix contains a glossary of terms, the career development conceptual model, and the career education program description. (TA)

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CE 012 358

COMPETENCY BASED CURRICULUM GUIDE

GRADES 4-6

DEVELOPED BY THE PARTICIPANTS OF THE CAREER EDUCATION COMPETENCY BASED CURRICULUM COMMITTEE

JUNE, 1976

FUNDED UNDER VEA 90-576 P.D.

SPONSORED BY THE CALIFORNIA STATE DEPARTMENT OF EDUCATION

HUNTINGTON BEACH UNION HIGH SCHOOL DISTRICT -- FOUNTAIN VALLEY SCHOOL DISTRICT

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HUNTINGTON BEACH UNION HIGH SCHOOL DISTRICT

MEMORANDUM

TO: Administrators, Counselors, Teachers, and Designated Classified Staff - Career Education

FROM: Howard Roop, Assistant Superintendent, Instructional Services *H. R.*

SUBJECT: Career Education Competency Based Curriculum Guide

DATE: September 1, 1976

The district committee which was formed to develop the Competency Based Curriculum Guide has submitted its tentative draft for your review and suggested modifications. Please recognize that this model is very comprehensive and extensive and may be incorporated within several disciplines.

The members of the district committee worked closely in consortium with staff members from Fountain Valley (Elementary) School District to develop a K-12 model. We salute the following staff members for their excellent work and know that you will assist them wherever it is appropriate in developing a final curriculum for Career Education.

Don Averill, EC, Chairperson
Jerry Arriola, EHS
Art Bergquam, MHS
Anji Clemens, WHS
Jackie Davies, MHS
Billie Emerson, MHS
Caryl Felando, FVHS
Emery Fillmore, WHS
Stephanie Dudas, EHS
Chris Gilissen, OVHS
Ethel Harris, WHS
Phil Haynes, FVHS
Carl Jednoralski, FVHS

Alan Johnson, EHS
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Jack Kennedy, MHS
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Mike Sloan, HBHS
Bobbie Stenton, MHS
Hal Stevens, EHS
Sharon Swickard, HBHS
Eleanor Wechsler, FVHS
Gary Wheaton, EHS
Jean Woesner, HBHS

We also wish to salute the following individuals from cooperating districts who contributed much to the development of this guide:

Ocean View School District:

Vickie Weber, Parkview School

September 1, 1976

Fountain Valley School District:

Linda Bolstad, Bushard School
Pat Brokamp, Oka School
Sally Cunningham, Cox School
Gayle Demarco, Oka School
Gloria Hemsley, Bushard School
Jan Kurtz, Bisler School
Herb Levy, Bushard School
Edward Moon, Assistant Superintendent
Peter Murphy, Bushard School
Lois Thompson, Bushard School
Pat Turi, Arevalos School

It is requested that all suggested modifications be forwarded to Mr. Don Averill, Director of Career Education, at the District Education Center no later than Friday, October 29.

HR/pkp

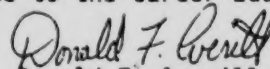
FOREWORD

The efforts of many district staff members representing various curriculum disciplines have made major contributions to the Huntington Beach Competency Based Career Education model. The Career Education Competency Committee feels that the 16 concepts identified as the "integral part of the essential competencies the students of this district need to accomplish in Career Education" have identified a place for staff to infuse Career Education into the various disciplines.

Many people deserve thanks and due recognition is given them within this document; however, it is appropriate to acknowledge particular appreciation to those who provided leadership in each of the four component areas. They include Sharon Swickard of Huntington Beach High School (Career Planning and Decision Making); Carl Jednoralski of Fountain Valley High School (Education, Work and Leisure Alternatives); Hal Stevens, Edison High School (Life Styles and Personal Satisfaction); and Virginia Moore of Westminster High School (Occupational Roles).

No writing effort can be completed without the support which is gained from the clerical staff who helped put this document together. Particular thanks is given to Marilyn Mitchell who served as the project secretary throughout the development of the project and to Kris Rogers, secretary to the Director of Career Education, who completed the work of the final printing of the preliminary document. The Career Resource Center Technicians are to be commended for their research to provide the resource guides which are attached behind each of the units. They are: Stephanie Dudas, Edison High School; Jeannine Ponce, Fountain Valley High School; Jean Woesner, Huntington Beach High School; Billie Emerson, Marina High School; and, Ethel Harris, Westminster High School. Particular thanks goes to the project consultant, Clarence D. Johnson, who spent extensive hours in helping to identify the theoretical base and conceptual model, provided staff development activities for the writing teams and those involved in the project, and provided the editorial talent which tied the project together.

We have a very comprehensive Career Education document -- one of the most complete in California, if not the United States. It is hoped that you will use these resource materials as a start to implement Career Education in your classroom. We now have a guideline that can provide an effective thrust in terms of the direction of Career Education within the Huntington Beach Union High School District and its feeder elementary districts. This document is to be considered a starting point; a point at which each of us will focus on where we can contribute to the Career Education needs of the students we serve.


Donald F. Averill
Director, Career Education

INTRODUCTION

CAREER DEVELOPMENT COMPETENCY MODEL

Within the last five years, much of the time, money and energy of educators throughout the country has been devoted to a thorough assessment and restructuring of Career Education (CE) curriculum. As seen by early innovators in the field, CE was to give the student the tools needed for self-actualization and development of a fulfilling life style. As such, CE could be the long sought unifying principle upon which to build reform at all levels of education. This product is the result of efforts by educators in the communities of Fountain Valley and Huntington Beach to apply the principle by providing a tool for influencing the curriculum of all disciplines and at all grade levels.

COMPETENCY BASED CURRICULUM

In August of 1974, the Board of Trustees of the Huntington Beach Union High School District considered and approved a master plan giving the district's curriculum specialists three years to develop and implement a competency based curriculum model for all disciplines. The strategy selected to achieve this ambitious goal provided for the creation of "competency committees" in all curricular areas. Included within the group of basic academic areas (Reading; Language Arts; Mathematics; Health, Physical Education and Recreation; and, Career Education) as being of "Priority I" concern, the Career Education Competency Committee was charged with the responsibility of developing a new description for the district's CE program including the following components: 1) Identification of competencies considered essential for student acquisition; 2) Learning strategies designed to contribute to the acquisition of competencies; 3) Human, community and multi-media resources relating to competency acquisition; and, 4) evaluation strategies designed to confirm competency acquisition.

CONSORTIUM MODEL

Concurrent with developments leading to the establishment of the district's Career Education Competency Committee, the Career Education office obtained a grant under the provisions of Part D of the Vocational Education Act for a project designed to accomplish essentially the same goals as those previously set forth for the committee, but with the added feature of expanding the scope of the project design to include the development of an elementary (K-8) program description which would articulate with and complement the secondary (9-12) design.

INTRODUCTION (continued)

CONSORTIUM MODEL

Augmentation of the standing CE Committee to include representatives from one of our local elementary feeder districts was the obvious approach to implementing the grant program. Coincident with the implementation of our local grant program, a similar program had been funded in northern California providing for the participation of the Fremont Unified School District. Charged with similar goals, the participating districts comprise a consortium in cooperation with the State Department of Education.

The research design provides for field testing of the products of each project having independently developed approaches to a set of common goals. Through this project, the district was then able to move toward competency based curriculum utilizing federal resources in lieu of district resources. These resources have allowed us to complete the specified goals and objectives for the first year. We are now ready to proceed to the 1976-77 school year by: 1) Validating the curriculum model as developed; 2) The continuation and revision of the articulated (K-12) plan to infuse Career Education within all curriculum, and 3) To provide the in-service training necessary to prepare staff for the delivery of the specified student competencies.

THE HUNTINGTON BEACH MODEL

The project to develop a Career Education Competency Curriculum Model was approved for implementation by the participating Boards of Trustees. Steps in the development of the model and of the attached Curriculum Activities Guide proceeded as follows:

1. Career Education Advisory Committee (CEAC)

Comprised of representatives from the Huntington Beach Union High School District and the Fountain Valley Elementary District, the Career Education Advisory Committee had several responsibilities including the following: a) defining Career Education; b) Identification and selection of the competency concept areas to be patterned after the California Career Development Model, as well as the concepts within each area (see Glossary of Terms -- Appendix exhibit A); c) determination of the actual competencies which provide the framework for this guide; and, d) providing leadership and direction for management of the project.

2. Needs Assessment

Having identified the competencies contributing to the assimilation of each of the selected concepts, the Advisory Committee conducted a comprehensive needs assessment designed to determine the status of local area Career Education programs in relation to those concepts. Conducted initially on a K-12 basis,

INTRODUCTION (continued)

THE HUNTINGTON BEACH MODEL Needs Assessment

the needs survey was expanded to include the opinions of parents and the local business community concerning priorities for areas of emphasis in Career Education programs.

3. The Conceptual Model

The conceptual areas selected by the Advisory Committee included: 1) Career Planning and Decision Making; 2) Education, Work and Leisure Alternatives; 3) Lifestyle and Personal Satisfaction; and, 4) Occupational Roles. Once identified, a panel of 20 experts recognized in the field of Career Education, were asked to critique the model on three separate occasions. Their input resulted in the final conceptual model which was used as the basis for all curriculum development on this particular project. The model is included as Appendix Exhibit B.

4. Development of the Career Education Program Description

Upon completion of the conceptual model, it became the responsibility of the Advisory Committee to determine how the model could be applied to a real educational setting (program description). It was necessary to determine the awareness and/or internalization level competencies/objectives which, if acquired or achieved, would contribute to the assimilation of the critical concepts. At this point in the development process, members of the Advisory Committee as well as representatives from local high schools and elementary schools were organized into writing teams for the purpose of expanding the model into a usable curriculum guide. The writing teams were organized around the four conceptual areas previously discussed. They were instructed to provide information concerning curriculum content, potential learning activities, available resources and evaluation strategies.

The project consultant, Mr. Clarence Johnson, was granted editorial license at the outset of the writing phase in order to assure consistency of format, adherence to the prescribed theoretical learning base, and that all areas of the concepts were covered by the curriculum document. Therefore, changes have been made in the attached curriculum guide in order to establish the points listed above.

INTRODUCTION (continued)

THE HUNTINGTON BEACH MODEL

VALIDATION OF THE COMPETENCIES

The draft curriculum guide will undergo a series of validation processes during the 1976-77 school year. Specifically, we will seek to review and refine, as necessary, the competencies which we have identified as critical for student acquisition. The validation process will proceed as follows:

1. Review by the Career Education Advisory Committee

The Advisory Committee will be primarily concerned with the review of editorial changes to the draft curriculum guide. It will be their intent to establish that the original integrity of the draft guide has not been significantly or inadvertently altered by the editing process.

2. Presentation to Goals Commission

The draft curriculum guide will be presented to the Commission on Goals for the Huntington Beach Union High School District at a meeting early in the school year. The Commission is expected to review the document in terms of its compatability with broadly stated educational goals and directions established by the group for the district.

3. School Validation

The draft curriculum guide will be disseminated to our high schools and feeder elementary schools in early September. Reaction to the guide will be solicited from all possible sources within the local educational and business communities. During the six week review period, all comments and recommendations will be reviewed and processed by the Advisory Committee and changes to the draft guide made as appropriate. It is anticipated that the review process, including the incorporation of recommended changes, will result in the production of a final document by early January of 1977. The final product will be submitted for approval to the Boards of both participating districts at that time.

INTRODUCTION (continued)

IMPLEMENTATION OF THE COMPETENCIES

The Career Education Competency Based Curriculum Guide will become another dust catcher on the shelves of dozens of elementary and secondary teachers unless steps are taken to formalize your school's commitment to put the product to work in the classroom. An excellent approach has been worked out by Edison High School in cooperation with Bushard Elementary School here in Huntington Beach. If the competency design with which we have provided you is to be truly effective, a working relationship must be established between the elementary and secondary communities. The Edison/Bushard experience provides a good example of how such a relationship might be established:

1. Identification of a Career Education Steering Committee at Each School

Every program needs leadership and the best is most likely to come from the people most committed to the infusion of C.E. principles in all areas of the school curriculum. Include representatives from all the major curricular areas if possible. This Committee will be responsible for devising a plan to be implemented by their particular educational community.

2. School Needs Assessment

Assuming that your particular educational community makes the decision to direct all future efforts in Career Education towards the implementation of the model competency based curriculum, the status of CE in your school must then be measured against that new standard. As previously indicated, such an assessment may have already occurred on your campus. This needs assessment process must be completed before a reasonable school plan can be developed.

3. Development of a School Plan

Having identified the essential differences between the desired program and the existing program (needs assessment), the ground work has been laid for the development of an implementation plan. In order to establish first year objectives which you may reasonably expect to achieve, consider the following elements for a successful implementation plan: 1) availability of resources for career education; 2) staff development needs; 3) status of the guidance program; 4) routes for infusion of the concepts and their competencies throughout the curriculum; and, 5) need for promotion of Career Education at the school in order to increase acceptance among staff and students.

4. Evaluation

A. Program

With respect to the evaluation of Career Education program impact over the long term, two instruments have been used and will continue to be used in the foreseeable future.

INTRODUCTION (continued)
IMPLEMENTATION OF THE COMPETENCIES

4. Evaluation

A. Program (cont'd)

These include the following:

- 1) Project TRACE - Annual follow-up study of sampling of graduates concerning occupational/ educational status.
- 2) Career Planning Survey - Used to identify trends in occupational preferences of secondary students; assesses student perception of Career Education program on the campus.

B. Student Growth

The Career Planning Survey mentioned above may be used as an indicator of individual student growth in relationship to Career Education concepts and planning skills. It is particularly valuable for the identification of discrepancies between aspiration and expectation in career roles.

Student Career Folders are currently being used by Edison High School and Bushard Elementary to measure program impact on the individual. The folders contain records and results of both student initiated and program initiated activity related to career exploration and planning.

CAREER EDUCATION PROJECT PHASE II

With the production of the Career Education Competency Based Curriculum Guide we have achieved the stated goals for the 1975-76 school year. During 1976-77 we will be primarily concerned with assisting our local educational community and other interested districts to implement the approach exemplified by the guide. VEA funding will continue to be provided to Edison High School and Bushard Elementary; however, the program will be expanded to include an additional pair of articulated schools. Briefly, the program emphasis for 1976-77 will be characterized as follows:

- 1) Validation of the competency model as introduced by the Career Education Advisory Committee.
- 2) Staff development for those schools ready to incorporate use of the Curriculum Guide.
- 3) Development of a refined evaluation system specifically designed to measure the progress of the new approach and its impact on individual students.

As with all instructional resources, the Curriculum Guide is no panacea for a Career Education Program to which the participants are not committed. For this reason we solicit your best judgement concerning the value of this product. We expect it to be elaborated upon, to be a resource which is being continually improved. The only way to begin is for you to put it to work in the classroom, tell us whether or not it works, and what needs to be done to change it. With this kind of participative commitment we will have begun the long sought process of reform in which CE was to have played such a prominent role. We have a challenge before us but the end result is better education for the students we serve.

COMPONENT 1.0 CAREER PLANNING AND DECISION MAKING

GRADE LEVEL 4-6

MAJOR OBJECTIVE 1.1 INDIVIDUALS DIFFER IN THEIR INTERESTS, APTITUDES, ABILITIES, VALUES AND ATTITUDES.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
1.1.1 Identify the personal, leisure, working and learning interests, aptitudes attitudes of significant others.	Lang. Arts Soc. Stds.	.Observing characteristics of others. .Individuals have different interests, talents and attitudes which affect the way they will react to life situations in every aspect of their lives. These differences are more readily characterized in those we are closest to, i.e., friends, neighbors, relatives and those with whom we work.

SUGGESTED LEARNING ACTIVITY

RESOURCES

ASSESSMENT STRATEGIES

1. Time: 1 day

- a. The class divides into small groups which randomly draw 1 profession card, 2 hobby cards and 2 attitude cards.
- b. A city/town is described to the students on the blackboard. Pertinent facts include population size, unemployment, major industries, geography, general health, education, culture and entertainment. The scenario can vary with each game.
- c. The groups make decisions about situations 1 or 2 (or others), arguing with the other groups that represent different interests and attitudes.

1. The ABC Container Company, largest manufacturer of boxes and cartons in the country, wants to build a \$20 million plant 5 miles outside the city limits. Shall we support them?

2. The state university wants to purchase 5,000 acres of shoreline north and east of the city limits as a conservation area. They will build 2 beaches and a large picnic/campground for public use, which will draw thousands of people from neighboring areas. Shall we oppose?

d. Discuss the game and their reactions to it afterwards.

The following cards:

- a. Profession Cards: Mayor, doctor, housewife, grocery store owner, telephone company manager, high school teacher, local playboy, artist/writer, editor of local newspaper, service station operator, restaurant owner, electric/gas company manager, women's liberation leader.
- b. Hobbie cards: skiing, fishing, car racing, hiking, bee keeping, singing, sleeping, reading, boating, astronomy, photography, swimming, people watching, loafing, writing novels, violin playing.
- c. Attitude and Quirk cards: Loves animals, fears heights, ambitious for wealth, wants convenience, desires prestige, desires peace and beauty, loves people, is solitary, is a health nut, is optimistic, is pessimistic, believes in progress, distrusts progress, distrusts those over 30, loves to gamble, just moved from large city, hates taxes.

Books:

A Person Is Many Wonderful, Strange Things -- Pennant Edu. Materials

Students should be able to identify the reasons for disagreement between the activity groups by relating to the assigned role characteristics and the implications of these for behavior. Reasons for disharmony within the groups should then be identified as originating with real differences between individuals working together closely.

COMPONENT 1.0 CAREER PLANNING AND DECISION MAKING

GRADE LEVEL 4-6

MAJOR OBJECTIVE 1.1 INDIVIDUALS DIFFER IN THEIR INTERESTS, APTITUDES, ABILITIES, VALUES AND ATTITUDES

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
1.1.1 (cont'd)		

SUGGESTED LEARNING ACTIVITY

RESOURCES

ASSESSMENT STRATEGIES

1. (cont'd)

Discussion

a. Did everyone in the group work together?

b. Did you get frustrated when others didn't have the same opinion you did? Can this happen in real situations?

c. Now that you're all cooled down, can you describe why the different groups couldn't agree and why there was difficulty, at times, even within your own group.

d. Can you point out the characteristics of each group and of the individuals within your own group that caused the reactions we experienced and observed?

Social Sciences: Concepts and Values -- Harcourt, Brace, Jovanovich, Inc., 1975

Your Aptitudes by Robert Pease -- McGraw-Hill Book Company, 1973

Films

Because It's Just Me -- Encyclopedia Britannica Ed. Corp., 1973

Filmstrips

Who Are You? Guidance Assoc., 1973

Games and SimulationsCareer Insights and Self-Awareness Games (six), Houghton Mifflin
Value Bingo, Pennant Ed. MaterialsMedia Kits

Developing Understanding of Self and Others (DUSO II), American Guidance Service, Ind., 1973

Dimensions of Personality

Here I am - Level 4

I'm Not Alone - Level 5

Pflaum/Standard

Tests and MeasurementValues Inventory of Behavioral Responses Sanford-Seiders
Pennant Educational MaterialsStudent Books

Being Me -- Science Research Assoc.

COMPONENT 1.0 CAREER PLANNING AND DECISION MAKINGGRADE LEVEL 4-6MAJOR OBJECTIVE 1.1 Individuals differ in their interests, aptitudes, abilities, values and attitudes.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
1.1.2 Identify different cultural contributions.	Lang. Arts Soc. Stds. Art Music History	Students will discover a variety of evidence that demonstrates the important traditions and cultural contributions made by (for example) Latin Americans and Indians to Western civilization.
1.1.3 Express knowledge of the relationship between health and physical development.	Health Science Soc. Stds.	Adequate diet, adequate sleep, adequate physical exercise, cleanliness, medical care. In terms of physical development, we each inherit a potential from our parents. Whether or not we fully attain it depends on the extent to which we fulfill our basic health needs.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. Through a variety of multimedia resources, students will be able to: 1) Recognize examples of primitive, peasant and modern ways of life with in Peru; 2) List the significant contributions to mankind made by Indian cultures such as the Mayan, Toltec and Aztec; 3) Write a brief report describing one of the early Indian cultures of Mexico and its importance to Mexican culture today including the history, the type of government, the religion and the distinctive art of the culture; 4) List several distinctive features of the culture of Mexico, such as customs, values, ways of adapting to the environment, social groups, and social problems; 5) Identify contributions of Indians to United States culture; 6) Write a paragraph defending this statement: "Latin Americans have made important cultural contributions to civilized life."	<u>Books</u> Ochi, Janet. <u>Ethnic History of U.S. an Affective Approach</u>. San Diego: Project Frontier, 1973 Martinez, Gilbert and Jane Edwards. <u>The Mexican Americans</u>. Palo Alto, CA: Houghton-Mifflin Co., 1973 Acuna, Rudolph. <u>The Story of the Mexican Americans: The Men and the Land</u>. New York: American Book Co., 1969 <u>Simulation Games</u> Mack, Jay. <u>Gateway</u> Lakeside, CA: Interact Co., 1974	Without stereotyping in terms of individuals, students will be able to associate certain notable cultural contributions with various ethnic groups. They will recognize that individuals of virtually all ethnic backgrounds have contributed to the rich ethnic heritage of this Country.
1. Time required for activity: 3-4 class periods. 2. Materials needed: Table of sources for basic nutrients, or basic health or nutrition text. 3. Physical Development Worksheets - one for each student. (Attached)	<u>Books</u> <u>Life: Science Library Health and Disease</u>	Exercise, including discussion, intended to create student awareness of idea that good health habits help them to attain all they can be, while poor habits hold them back. Ultimate success may be indicated by an end to amusement over junk food diets and an attempt to change habits. Exercise may be done pre/post

COMPONENT 1.0 CAREER PLANNING AND DECISION MAKING

GRADE LEVEL 4-6

MAJOR OBJECTIVE 1.1 INDIVIDUALS DIFFER IN THEIR INTERESTS, APTITUDES, ABILITIES, VALUES, AND
ATTITUDES.

CURRICULAR OBJECTIVE (COMPETENCY) AREA OF
EMPHASIS

CONTENT

1.1.3 (cont'd)

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
4. Procedure: (Individually) Pass out * survey sheets. Instruct children to: - List the five foods they eat most often at each of their three daily meals. (If they skip a meal, they will lose points.) - For each meal, students will analyze the foods listed for the nutrients they provide. For example, for breakfast a student may list bacon, eggs, cereals, bread and milk as the foods most often consumed. In this case, the student would receive the maximum number of points (9) for his/her breakfast diet. - Students will similarly analyze their habits as they relate to the other parameters listed. - Transfer the point values by coloring in the appropriate block on the graph at the right of the Physical Development Worksheet (attached). - Add the point values in the space provided and color in the equivalent total amount on the center graph. The student will then have a record (subjective as it may be) of the extent to which he/she is contributing to his/her physical development potential by cultivating good health habits. - Discussion of meaning of findings for the individual and his/her feelings about the implications.		

*Attached

STUDENT HEALTH SURVEY SHEET

Name: _____

Age: _____ Height _____

Weight: _____

1. List the five foods you eat most often for each of your three daily meals; determine the primary nutrients they provide and assign points according to the value listed below. Credit may be claimed for each basic nutrient only once for each meal.

	Nutrients Provided	Points Earned
<u>Breakfast</u>		
1. _____		
2. _____		
3. _____		
4. _____		
5. _____		
<u>Lunch</u>		
1. _____		
2. _____		
3. _____		
4. _____		
5. _____		
<u>Dinner</u>		
1. _____		
2. _____		
3. _____		
4. _____		
5. _____		
		Total (20 pts. maximum)

Point Values	Breakfast	Lunch	Dinner
Proteins	2	2	2
Carbohydrates	2	1	1
Fats	2	1	1
Vitamins	1	$\frac{1}{2}$	$\frac{1}{2}$
Minerals	1	$\frac{1}{2}$	$\frac{1}{2}$
Water	1	$\frac{1}{2}$	$\frac{1}{2}$
Total	9	$5\frac{1}{2}$	$5\frac{1}{2}$

2. Sleep Habits (maximum: 10 pts.) Circle One.

- Pts. ____ a. Regular sleep habits (5 pts.) b. Irregular sleep habits (2 pts.)
Pts. ____ a. Minimum of 9 hrs/day (5 pts.) b. 8 hrs/day (4 pts.) c. Less than 8 hrs/day (2 pts.)

3. Physical Exercise (maximum: 10 pts.) Circle One.

- Pts. ____ a. 3 hrs/day continuous outdoor play (10 pts.)
 b. 2 hrs/day (8 pts.)
 c. 1 hr/day (5 pts.)
 d. Watch TV in excess of 3 hrs/day (0 pts.)

4. Hygiene (maximum: 15 pts.)

- Pts. ____ a. Bath or shower daily (5 pts.) b. Every other day (4 pts.) c. Once each week (3 pts.)
Pts. ____ a. Shampoo twice each week (2 pts.) b. Once each week (1 pt.)
Pts. ____ a. Brush teeth after each meal (4 pts.) b. Twice daily (3 pts.) c. Once daily (1 pt.)
Pts. ____ a. Teeth flossed daily (2 pts.) b. Not flossed daily (0 pts.)
Pts. ____ a. Clothes changed or washed daily (2 pts.) b. Not changed or washed daily (0 pts.)

5. Medical Care (maximum: 10 pts.)

- Pts. ____ a. Regular medical check-ups (1 per year minimum)
 Yes ____ (5 pts.) No ____ (0 pts.)
Pts. ____ b. Childhood immunizations complete and up to date.
 Yes ____ (3 pts.) No ____ (0 pts.)
Pts. ____ c. Doctor regularly consulted for illnesses.
 Yes ____ (2 pts.) No ____ (0 pts.)

6. Dental Care (maximum: 15 pts.)

- Pts. ____ a. Regular dental checks. Twice yearly ____ (10 pts.) Once per year ____ (5 pts.)
Pts. ____ b. Avoidance of junk foods including processed sugars (most of the time). Yes ____ (5 pts.) No ____ (0 pts.)

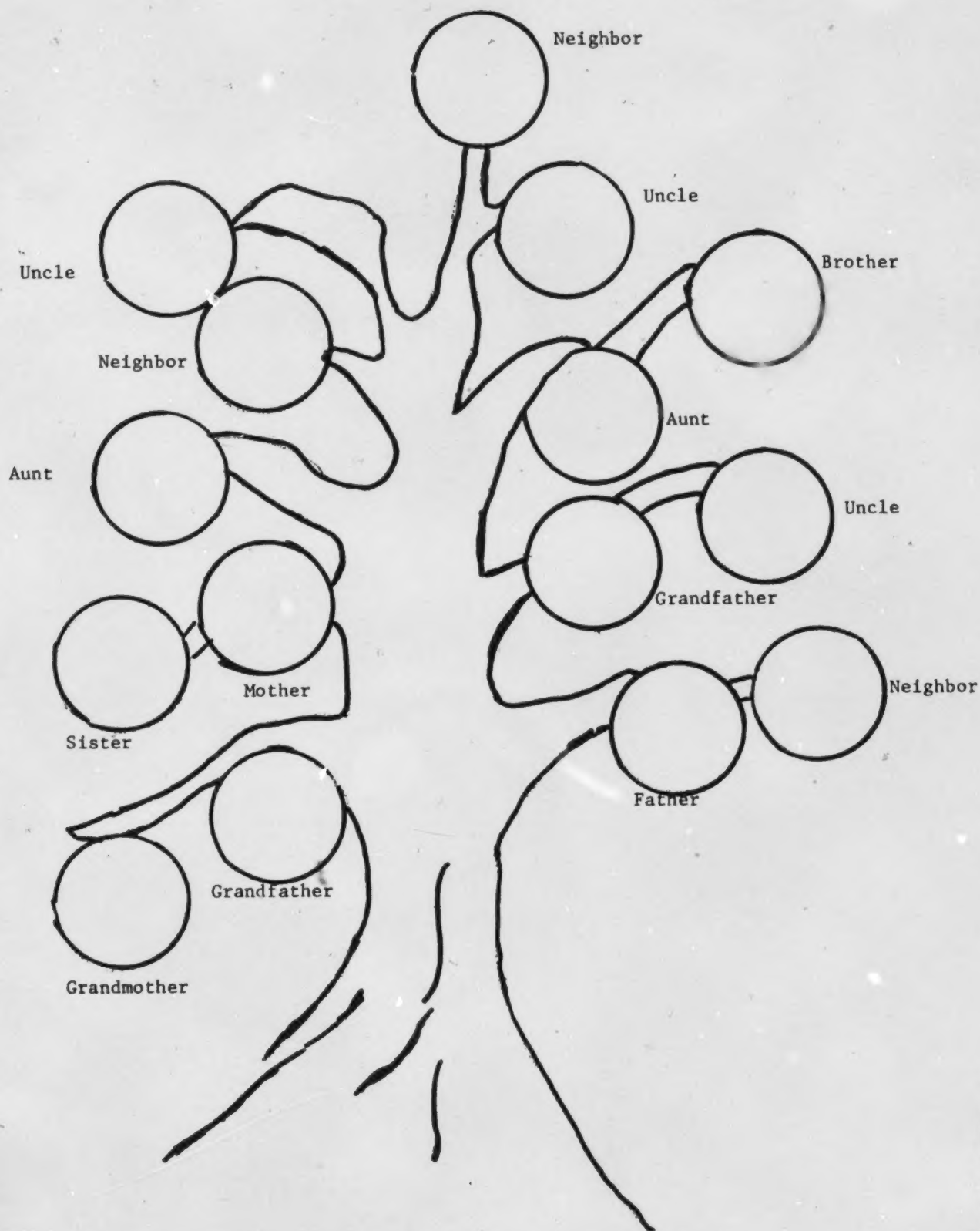
7. Environmental Factors (maximum 20 pts.)

- Pts. ____ a. City dweller (1 pt.) b. Suburban dweller (3 pts.) c. Rural dweller (5 pts.)
Pts. ____ b. Regular access to parks/nature. Yes ____ (5 pts.) No ____ (0 pts.)
4.1 Pts. ____ c. Access to friends own age (outside of school). Yes ____ (5 pts.) No ____ (0 pts.)

COMPONENT 1.0 CAREER PLANNING AND DECISION MAKINGGRADE LEVEL 4-6MAJOR OBJECTIVE 1.1 Individuals differ in their interests, aptitudes, abilities, values and attitudes.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
1.1.4 Identify jobs performed by workers in the local community.	Soc. Stds. Lang. Arts	.Recognition of workers' contributions .Students will relate jobs identified with goods and/or services produced by the worker in order to understand that each worker contributes something needed by someone else.
1.1.5 Identify the difference between individual roles and work roles.	Soc. Stds. Lang. Arts	.Work roles such as tasks, training, relationships, learning. .Individual roles such as meeting self needs; planning to include adequate time for leisure, social learning and work/activities; budgeting money; meeting self wants. .The student will compare and contrast the individual and work roles of self, mother, father, and grandparents.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. Distribute "Jobs I Know" worksheet* and ask each student to complete it by asking them on the sheet what their jobs are. 2. During next session, students are to share their findings. 3. Instructor leads a brief discussion on the many differences in jobs available to both men and women. 4. Worksheets may be displayed so that other class members may examine them. 5. During discussion, students will attempt to associate goods/services with jobs listed and translate these into interpretations of contributions to society. *Attached	."Jobs I Know" Worksheet" (Attached)	During discussion students will indicate awareness of tremendous job diversity within the community. Will relate jobs to ideas of mutual individual interdependence. May begin to discriminate between those jobs which are really essential and those related to "luxuries."
1. Teacher begins by writing the definition of "Role" on the chalkboard. (Use an elementary dictionary) 2. Teacher writes on the chalkboard, the terms "Role" and "Function" and explains the difference between them. "Role" should be used to indicate what one is expected to do, for example, father is expected to earn money to pay the bills. Function describes <u>how</u> one carries out his/her role and achieves the expected outcomes of role fulfillment. For example, father works each day at the office to earn money.	<u>.Books</u> <u>A Person is Many Wonderful, Strange Things</u>, Pennant Educational Materials <u>Everyone Has Important Jobs to Do</u>, Book I <u>Economics for Young People Series</u> Shirley, Ray and Robert Chilton, Children's Press, 1970 <u>A Highway to Work and Play</u>, McNight Publishing Co., 1973 <u>Being Me</u>, Science Research Assoc.	Students should be able to distinguish between individual and work roles of all people noting that each contributes to self-fulfillment in varying ways characterized by function. The "why" of these functions is a clue to their place in the hierarchy of self-fulfillment activities and will generally be indicated by "I need" or "I want" responses.



JOB I KNOW

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NAME _____

COMPONENT 1.0 CAREER PLANNING AND DECISION MAKINGGRADE LEVEL 4-6MAJOR OBJECTIVE 1.1 INDIVIDUALS DIFFER IN THEIR INTERESTS, APTITUDES, ABILITIES, VALUES AND ATTITUDES.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
1.1.5 (cont'd)		
1.1.6 List the implications of working with and without supervision, as well as working independently and with others.	Lang. Arts Soc. Stds.	.The individual will characterize a number of activities engaged in often and note whether they occur alone, in groups, under supervision or without supervision.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
3. Teacher distributes "Roles & * Functions" worksheet and instructs participants to examine the roles that are written on it and then to write down how each person carries out his/her roles. 4. Facilitator then asks participants to name other roles for each person listed on the worksheet and posts these on the blackboard list. Participants select from this list adding to their own, writing in how each person carries out his/her role. 5. Teacher will then lead a group discussion with each participating student, indicating how each of the roles are alike and how each is different with particular emphasis on the distinction between individual and work roles. *Attachment #1		
1. Distribute "Activities" worksheet (see Attachment #2), and instruct the participants to check the appropriate column, that is, is this an activity that you do alone or in a group, and do I do this with or without supervision? 2. Instruct group to add activities to their own worksheets (these may be individually or group generated) and to also check whether they are done alone or in a group, with or without supervision.	.Attached Activities Worksheet	With respect to individual or group activities, students should recognize that certain games are designed for group play, others are not - certain work tasks are more efficiently accomplished by a group while others are hindered - working with others may mean that individual goals have to be put aside for the good of the group. They will note that supervision is most often necessary while fulfilling one's work role

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
3. Facilitator leads a group discussion to check on the accuracy of the participants check-off on the activities. Once accuracy of the lists has been established, students will note the various reasons for activities being performed alone or in a group, with or without supervision.		learning). Supervision may be only temporarily required as a means to allow one to fulfill individual roles, e.g., in learning to participate in some forms of recreation, pursue a hobby or otherwise engage in an activity we are unfamiliar with. Once instruction (supervision) is complete, we do the activity alone. An inquiry approach should be used to lead the students to these discoveries once the activity sheets are complete.
1. Associating them with their specific organizations, institutions or industries, students will list five occupations which interest them most. After being given a reasonable period of time to consider each, students will select one of those occupations for further study related to that job's impact upon our environment. 2. Students will prepare a photographic essay of not more than 15 slides or photographs illustrating the ways in which his/her selected occupation impacts upon the environment in terms of: a) creation; b) preservation; c) modification, and; d) reclamation	.<u>Environment and Man</u>, Richard M. Wagner, W.W. Norton & Co., Inc. .<u>Man's Impact on Environment</u>, Thomas R. Dstwyler, McGraw-Hill .<u>Career Education in the Environment</u>, Olympics Research Corp. for U.S.O.E. Supt. of Documents	Student photo-essays should demonstrate an awareness that technology need not be the root cause of many of our environmental problems but may indeed contribute to their solution if applied specifically to that end. Such "planet plumbing" when viewed in this context becomes stewardship rather than debilitating exploitation.

Career Awareness

Name: _____

ROLE & FUNCTION

	<u>ROLE</u>	<u>FUNCTION</u>
Self	Learner Worker	Goes to School Collects and burns garbage
Mother	Cook Money-earner	Prepares Meals for Family Takes care of neighbor kids
Father	Money-earner Sportsman	Goes to Work Plays softball
Grandmother	Seamstress Cook	Sews Fabric Makes bread and jam
Grandfather	Sportsman	Goes Fishing

Activities

Activity	Is the activity done		I do this activity	
	Alone	Group	with supervision	without supervision
1. Kickball				
2. Jump-rope				
3. Scouting				
4. Games				
5. Sledding				
6. Skating				
7. Bike riding				
8. Crafts (models, wood, etc.)				
9. Cooking				
10. Sewing				
11. Hiking				
12. Fishing				
13. Parties				
14. Painting				
15. Swimming				
16. Movies				
17. Bowling				
18. Baseball				
19. Football				
20. Basketball				
21. Marbles				
22. Hopscotch				
Etc.				

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SELF AWARENESS

ACTIVITIES

NAME: _____

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ATTACHMENT
#2

COMPONENT 1.0 CAREER PLANNING AND DECISION MAKING

GRADE LEVEL 4-6

MAJOR OBJECTIVE 1.1 INDIVIDUALS DIFFER IN THEIR INTERESTS, APTITUDES, ABILITIES, VALUES AND ATTITUDES

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
1.1.7 (cont'd)		
1.1.8 Express his/her own personal, leisure, and working aptitudes, interests and attitudes.	Lang. Arts Soc. Stds.	Characterizations of things we like to do, things we can (or cannot) do well and the reasons we give for making choices. Application of these characterizations to both individual roles and work roles.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES																								
3. Impacts considered may have positive or negative effects upon earth's life support system or other parameters contributing to the "quality" of life. 4. In summary, students will consider both the actual and <u>potential</u> contributions of each occupation to environmental health or to the improvement of the quality of life. Occupational areas with intimate relationships to environmental health include Agriculture, Parks and Recreation, Water Management, Power Generation, Transportation, Solid Waste Management, Urban Planning, Marine Resources Technology.		It should begin to be obvious in student's day to day relationships that they are not only aware of differences between themselves and others with respect to aptitudes, interests and attitudes but that they are beginning to apply this knowledge in a conscious way.																								
1. Distribute "My Interests" worksheet (attached)*and instruct the participants to answer the questions according to the directions on the worksheet. *#1 2. Facilitator then leads a group discussion emphasizing the similarities and difference in abilities and interests given by the participant. Chalkboard can be utilized to record some of the common factors given. 3. Facilitator reads aloud one by one the list of questions provided. (Attachment # 2) After each question is read, the participants take a position by a show of hands. Those	.COPS Profile sheet. <table> <tr> <td>Science</td> <td>Professional</td> <td>Skilled</td> </tr> <tr> <td>Technical</td> <td>"</td> <td>"</td> </tr> <tr> <td>Outdoor</td> <td>"</td> <td>"</td> </tr> <tr> <td>Business</td> <td>"</td> <td>"</td> </tr> <tr> <td>Clerical</td> <td>"</td> <td>"</td> </tr> <tr> <td>Linguistic</td> <td>"</td> <td>"</td> </tr> <tr> <td>Aesthetic</td> <td>"</td> <td>"</td> </tr> <tr> <td>Service</td> <td>"</td> <td>"</td> </tr> </table>	Science	Professional	Skilled	Technical	"	"	Outdoor	"	"	Business	"	"	Clerical	"	"	Linguistic	"	"	Aesthetic	"	"	Service	"	"	It should begin to be obvious in student's day to day relationships that they are not only aware of differences between themselves and others with respect to aptitudes, interests and attitudes but that they are beginning to apply this knowledge in a conscious way. Such application is related to their selection of friends, leisure time, activities, favorite subjects in school and the confidence with which they may attempt new activities (as a function of tested component skills).
Science	Professional	Skilled																								
Technical	"	"																								
Outdoor	"	"																								
Business	"	"																								
Clerical	"	"																								
Linguistic	"	"																								
Aesthetic	"	"																								
Service	"	"																								

"MY INTERESTS"

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Name: _____ Grade: _____ Date: _____

I. Abilities (aptitudes)

Our abilities often determine our successes and failures. This is a list of some of the things I am good at:

- 1.
- 2.
- 3.
- 4.
- 5.

II. Interest

These school subjects interest me the most:

- 1.
- 2.
- 3.
- 4.
- 5.

These sports and hobbies interest me the most:

- 1.
- 2.
- 3.
- 4.
- 5.

This is a list of some things that do not interest me:

- 1.
- 2.
- 3.
- 4.
- 5.

ATTACHMENT #2

QUESTIONS

1. How many of you think there are times when cheating is justified?
2. How many of you could tell someone they have bad breath?
3. How many of you think going steady is important in order to achieve social success?
4. How many of you regularly attend religious services and enjoy it?
5. How many of you think sex education should be taught in the schools?
6. How many of you have a communication problem with your parents?
7. How many of you would like teachers to be called by their first names?
8. How many of you think that schools do not prepare young people well enough for life?
9. How many of you think grades (marking) ought to be abolished in school?
10. How many of you wish there were more children in your family?

COMPONENT 1.0 CAREER PLANNING AND DECISION MAKINGGRADE LEVEL 4-6MAJOR OBJECTIVE 1.1 INDIVIDUALS DIFFER IN THEIR INTERESTS, APTITUDES, ABILITIES, VALUES AND ATTITUDES.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
1.1.8 (cont'd)		
1.1.9 Differentiate between self and others in terms of interests, aptitudes, attitudes and achievements.	Soc. Stds. Lang. Arts	Characterization and recognition. Characteristics that kids use to describe and recognize each other. Classification of characterizations in terms of interests, aptitudes, attitudes and achievements.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
3. (cont'd) who wish to answer yes raise their hands. Those who choose to answer no point their thumbs down. Those undecided fold their arms. And those who want to pass simply take no action at all. Facilitator tallies the responses on a chalkboard. Discussion is tabled until after the facilitator has completed the entire list. 4. Facilitator leads a group discussion dealing with the participants' reasons for voting for, against, or not at all on each question. Facilitator should emphasize similarities and differences in participants' choices.	GATB profile sheet. Intelligence Verbal Aptitude Numerical Aptitude Spatial Aptitudes Form Perception Clerical Perception Motor Coordination Finger Dexterity Manual Dexterity Super's Work Values Profile Sheet Altruism Esthetic Creativity Intellectual Stimulation Achievement Independence Prestige Management Economic Returns Security Surroundings Supervisory Relations Associates Way of Life Variety	
1. <u>Guess Who</u> Each student will prepare his/her own biographical sketch with an eye to making it accurate enough to allow	None required for this activity. Refer to 1.1.8 for listing of: 1) COPS Scale 2) Super's Work Values Inventory 3) GATB Scale	While discussing methods used to identify biographies it will soon become obvious to all that students share many characteristics,

COMPONENT 1.0 CAREER PLANNING AND DECISION MAKING

GRADE LEVEL 4-6

MAJOR OBJECTIVE 1.1 INDIVIDUALS DIFFER IN THEIR INTERESTS, APTITUDES, ABILITIES, VALUES AND ATTITUDES

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
1.1.9 (cont'd)		

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. (cont'd) his/her peers to guess whose biography it is without knowing the name of the person who prepared it. 2. Biographies will address the following characteristics, in particular: sex, height, weight, hair color, where student came from (if moved), what mom/dad do for a living, best school subject, three most favorite activities out of school, best friend(s), favorite pet's name, activity I do best of all, favorite lunch, favorite TV show, what I want to be when I'm an adult, what's the best thing about our country right now? the worst?, contests I have won, awards I have received. 3. When biographies are complete, instructor will either read each one and have class vote on who they think it characterizes or biographies may be exchanged by students (if class is not too large) until each student has read the characterization of each of his/her peers. 4. When complete, teacher will point out that each characteristic (except physical) may be termed an interest, aptitude, attitude or achievement. 5. Class will discuss how they were able to guess the writers of the biographies and why they were different at times.	<u>.Scales for Measurement of Attitudes</u> by Shaw and Wright <u>.Measuring Attitudes</u>, by IOX Center, UCLA	have similar interests, aptitudes and attitudes. However, they will learn to identify either a single outstanding characteristic or combination of characteristics that will differentiate one student from another.

COMPONENT 1.0 CAREER PLANNING AND DECISION MAKING

GRADE LEVEL 4-6

MAJOR OBJECTIVE 1.1 INDIVIDUALS DIFFER IN THEIR INTERESTS, APTITUDES, ABILITIES, VALUES AND ATTITUDES.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
1.1.10 Select and pursue one or more activities that utilizes his/her personal leisure, working and/or learning interests and aptitudes.	Soc. Stds. Guidance Health	.Inventory of interests and attitudes compiled from previous exercises in this unit. .Identification of component skills, necessary aptitudes for participation in various activities of interest. .Establishment of correlation between aptitudes/activities of interest. .Identification or modification of aspiration - expectation gap.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. The intent of this activity shall be to verify or establish a high degree of correlation between activities of interest and the talents of the individual who chooses to participate in them. 1. Construct a cumulative or summary rating scale which lists individual interests and inventories his/her aptitudes (in general). Instruments or exercises previously supplied in this unit can be used to establish the list. Others are listed under "Resources". 2. Both interests and aptitudes are to be rated on the same scale, e.g., an activity (like swimming) in which I am <u>highly</u> interested might be given a rating of 9 (on a scale of 10). Likewise, I might be given a rating of 8 on aptitudes related to motor coordination. 3. Given the list of personal interests each interest must then be broken down according to the aptitudes most likely to contribute to success in that activity. An average rating is then compiled for the component aptitudes. 4. To establish the degree of correlation between interests and aptitudes, divide the interest rating by the mean component attitude rating. A high degree of correlation will be indicated by a quotient on the order of $1.0 \pm .3$.	. "My Interests" Worksheet . GATB Aptitude Profile . Your Aptitudes, McGraw-Hill Book Co. . Career Insights and Self-Awareness Games - Houghton-Mifflin	Assessment of achievement of this objective lies not so much with pursuit of some activity but with the selection of an activity consistent with measurable aptitudes. Pursuit of an activity with a high degree of correlation with necessary component aptitudes will allow the student a means of success and the expectation that he/she will achieve his/her aspirations.

COMPONENT 1.0 CAREER PLANNING AND DECISION MAKING

GRADE LEVEL 4-6

MAJOR OBJECTIVE 1.1 INDIVIDUALS DIFFER IN THEIR INTERESTS, APTITUDES, ABILITIES, VALUES AND ATTITUDES

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
1.1.10 (cont'd)		

SUGGESTED LEARNING ACTIVITY

RESOURCES

ASSESSMENT STRATEGIES

5. Students demonstrating high interest/activity - aptitude correlations should be encouraged to exercise and refine their skills. Those with low correlations between activities of interest and aptitudes should strive to improve deficient component aptitudes or to apply more highly rated aptitudes to appropriate activities.

COMPONENT 1.0 CAREER PLANNING AND DECISION MAKING

GRADE LEVEL 4-6

MAJOR OBJECTIVE 1.2 THE UNDERSTANDING, ACCEPTANCE AND DEVELOPMENT OF SELF IS A LIFE LONG PROCESS

AND IS CONSTANTLY CHANGED AND INFLUENCED BY LIFE EXPERIENCES.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
1.2.1 Identify personal characteristics of his/her peers that are subject to change.	Soc. Stds. English	People change with experiences.
1.2.2 Identify his/her personal characteristics that are subject to change by life experiences.	Soc. Stds. English	Some self characteristics can be changed by experiences.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. The teacher might begin a discussion on "change" by defining change in animals--then people--then friends. The discussion should then center on characteristics of students that are subject to change, listing the categories of change then by identifying major contributors to change. .Physical changes .Environmental changes .Mental changes .Work role changes .Social role changes 2. The teacher might have students select a friend. In pairs, each can fill out the Self-Analysis Inventory for a friend. When it is complete, have him/her give it to his/her friend.	.Self-Analysis Inventory (available at FVSD CMC) .Filmstrip "Turning Over a New Leaf" .Doubleday Multimedia Lifestyle filmstrip series	Each student will complete a list of characteristics of his/her peers that are subject to change.
1. The teacher has an opportunity to allow/cause students to fantasize in terms of future opportunities. This can begin by having students relax. The teacher can follow the below pattern or create a new one. .Students: I want you to do some dreaming. The dreams have to do with you...what do you want to do in high school? Do you want to be in student government? Play sports? Be in a club? Make good grades? (allow a few minutes)	.DUSO .SRA Self Awareness . "Tell It Like It Is" (game) . "Life" (game) .High School Student Handbook .Career Resource Center Materials	Each student will complete a list of his/her characteristics that can be changed and/or will be changed by life experiences.

COMPONENT 1.0 CAREER PLANNING AND DECISION MAKINGGRADE LEVEL 4-6MAJOR OBJECTIVE 1.2 THE UNDERSTANDING, ACCEPTANCE AND DEVELOPMENT OF SELF IS A LIFE LONG PROCESSAND IS CONSTANTLY CHANGED AND INFLUENCED BY LIFE EXPERIENCES.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
1.2.2 (cont'd)		
1.2.3 Demonstrate knowledge that some personal characteristics can be changed.	Soc. Stds. English	Some personal characteristics can be changed, i.e., communication skills, physical skills, friends, behaviors, work/study habits, knowledges.
1.2.4 Identify one or more personal characteristics he/she might want to change.	English Soc. Stds.	Some characteristics can be changed, such as making friends, doing work at home and school, learning to be better in sports, etc.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. (cont'd) .Now, list (on paper) What would you like to do? .Now after each, write what characteristics of yours you will have to change (or may have to change) to be able to do what you want to do.		
1. Using the fantasy method of what would you like to do when you are in high school: I want to: _____ _____ _____ Have students identify what skills they will have to acquire to reach their goal, then list what characteristics of theirs they will have to/ can change to better their chances of reaching their goal.	.Filmstrips: "A Place in the Family" (FS5610) "To Be Somebody" (FS1958) "The Importance of You" (FSS250) "Who Do You Think You Are" (FS250) .DUSO .Career Planning Folder	Each student will be able to identify and/or list those characteristics of his/her peers that might be changed.
1. In small groups of 3 to 4 students, the students can use the catalyst: "The skill I would most like to have is....." The teacher should give clear instructions and examples, such as:	.Self-Analysis Inventory .Career Planning Folder .Group Leadership: <u>A Handbook for Group Leaders</u> .<u>Joining Together</u> .<u>Values Clarification</u>	Each student will complete a paragraph "The Characteristic of Mine I Might Want To Change Is.....because....."

COMPONENT 1.0 CAREER PLANNING AND DECISION MAKINGGRADE LEVEL 4-6MAJOR OBJECTIVE 1.2 THE UNDERSTANDING, ACCEPTANCE AND DEVELOPMENT OF SELF IS A LIFE LONG PROCESSAND IS CONSTANTLY CHANGED AND INFLUENCED BY LIFE EXPERIENCES.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
1.2.4 (cont'd)		
1.2.5 Describe one or more characteristics that have changed.	English Soc. Stds.	Knowledge of self development.
1.2.6 Formulate a planned experience that will enhance a desired change.	Soc. Stds. English	Change can occur through planned experiences, i.e., through action versus reaction.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES																								
The skill I would most like to have is playing the piano because I could play music I wanted, I could express myself and I would feel good because I would be good at something. OR The skill I would most like to have is to be able to swim because I could exercise, surf, etc. (it is important the teacher gives examples).																										
1. The teacher can have the students complete the chart: <table> <tr> <th></th> <th>I Was Last Yr.</th> <th>I Am Now</th> <th>I Hope To Be Next Year</th> </tr> <tr> <td>Physical Characteristics</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Knowledge of Math, Sci., Rdg.</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Hobbies</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Work</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Other Respon.</td> <td></td> <td></td> <td></td> </tr> </table>		I Was Last Yr.	I Am Now	I Hope To Be Next Year	Physical Characteristics				Knowledge of Math, Sci., Rdg.				Hobbies				Work				Other Respon.				.Career Planning Folder .Physical record .Report cards .Autobiography .Filmstrips: "I Am" "You and the Other Generation"	Each student will complete a chart (or assignment) identifying his/her characteristics that have changed and try to identify what experiences might have caused the change.
	I Was Last Yr.	I Am Now	I Hope To Be Next Year																							
Physical Characteristics																										
Knowledge of Math, Sci., Rdg.																										
Hobbies																										
Work																										
Other Respon.																										
1. The students will be asked to complete the following planning format after a teacher-led discussion on how people can plan experiences (action) to help them change.	.Career Planning Folder .Tell It Like It Is .Filmstrips on: "Values", "Personality", "This is Me", "Setting Goals", "Planning"	Each student will complete a plan to enhance a characteristic change he/she would like.																								

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COMPONENT 1.0 CAREER PLANNING AND DECISION MAKING

GRADE LEVEL 4-6

MAJOR OBJECTIVE 1.2 THE UNDERSTANDING, ACCEPTANCE AND DEVELOPMENT OF SELF IS A LIFE LONG PROCESS

AND IS CONSTANTLY CHANGED AND INFLUENCED BY LIFE EXPERIENCES.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
.2.6 (cont'd)		
96		97

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. (cont'd) a. I would like to be able to change _____. b. Ways I might be able to change _____ c. Experiences I can plan for to help me change. d. Steps to experiencing: 1. 2. 3. 4. e. What I expect to learn from the experience.		

COMPONENT 1.0 CAREER PLANNING AND DECISION MAKING

GRADE LEVEL 4-6

MAJOR OBJECTIVE 1.3 ENVIRONMENT AND INDIVIDUAL POTENTIAL INTERACT TO INFLUENCE CAREER DEVELOPMENT

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
1.3.1 List resources (people, organizations, businesses, materials) which can aid in the development and implementation of career plans.	Soc. Stds. Guidance English	.Knowledge/resources that are available to assist persons in developing and implementing career plans. People: Parents, teachers, friends, counselors, scouting leaders. Organizations: Employment office, Industry Education Council, Service Clubs, Boy/Girl Scouts, Chamber of Commerce, etc. Businesses: Provide on-the-job training Materials: Assessment instruments, audio, audiovisual, games, folders.
1.3.2 Identify how geographical environment might affect career planning and implementation.	Soc. Stds. Guidance English	.Many occupations are located only in certain geographical locations, e.g., forest ranger, farmer, aerospace, various government jobs, etc.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. The teacher can arrange for the class to visit the Career Resource Center at the local high school or community college. It is important that the class is prepared in advance to look for and record materials and to ask cogent questions of the Career Counselor and/or Career Resource Center Technician. Each student should take with him/her his/her <u>Career Awareness Folder</u>.	.Career Resource Center .District Resource Book .Career Awareness Folder .AIR training modules or Career Resource Center and/or Career Resource Center Technician	Each student will complete a list of resources that can help him/her in planning his/her career.
1. This is an excellent opportunity for the teacher to capitalize on a geography unit by having students explore and identify those occupations that are unique to that geographical location. Another alternative is for the teacher, counselor to identify a set of occupations that have set geographical limits. These occupations can be placed on slips of paper and placed in a jar or similar container. Each student will select an occupation by drawing it out of a jar. Then, each student will complete a collage/report, oral presentation/role playing situation depicting location of work, mode of dress, training necessary, and some of the duties.	.D.O.T. .CVIS .SRA Occupational Awareness Kit VIEW State Employment Guides Appalachia Career Education Units of Instruction	Given a list of selected occupations, each student will match those opportunities with a geographical location and/or geographical constraints.

COMPONENT 1.0 CAREER PLANNING AND DECISION MAKINGGRADE LEVEL 4-6MAJOR OBJECTIVE 1.3 ENVIRONMENT AND INDIVIDUAL POTENTIAL INTERACT TO INFLUENCE CAREER DEVELOPMENT.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
.3.3 Demonstrate an awareness of how cultural environment and/or ethnic origin might influence individual career plans.	Soc. Stds. English Guidance	.Limitations of information, exposure and/or models. .Cultural/ethnic characteristics
.3.4 Identify how different environments might cause different attitudes and interests about working and/or learning.	Soc. Stds. English Guidance	.Environments sometimes influences attitudes and interests towards working and/or learning. Environments include peers, climate, location, family, community, state, country.
.3.5 Identify environment characteristics that might have caused his/her present attitudes towards work, school, playing and/or peers.	Soc. Stds. English Guidance	.Self knowledge about his/her attitudes.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. In a small group discussion format, each group of 2-5 students will attempt to identify any occupation or career they think might be influenced by a cultural environment or ethnic origin. An alternative might be to conduct a discussion on culture attempting to identify any influences.	.Filmstrips on cultures and/or ethnic groups .Group Facilitator Handbooks	Each student will express in a small group discussion format what he/she feels cultural influences might be that influences career decisions.
1. This is an excellent opportunity for the teachers to explore with the students the concept of attitudes and/or interests, their definition and their origins, using a discussion format with as many simulations as possible, and materials, cover these topics: 1. What is an attitude? an interest? 2. How do we develop attitudes/interests? 3. What influences do environments contain?	.Filmstrip on Attitudes by Guidance Associates .Measuring Attitudes by IOX Center, U.C.L.A. .School Psychologist .Counselor .Local Community Mental Health Worker .Local private practitioner ."Tell It Like It Is" ."Career Games" ."Life" ."Value Clarification" ."Group Leadership: A Manual For Group Leaders."	Each student will define attitude and interest and will list as many influences as possible.
1. After the completion of the exercise and/or activities on definition and recognition of attitudes and interests, each student should complete a list of his/her attitudes towards/about work, school, playing and/or friends. When the list is complete (and using a small group approach), encourage each student to identify the origin of his	.Scales for the Measurement of Attitudes - Shaw and Wright .Measuring Attitudes, by IOX Center UCLA	Each student will complete a list of his/her attitudes and will fill these in his in his/her Career Awareness Folder.

COMPONENT 1.0 CAREER PLANNING AND DECISION MAKING

GRADE LEVEL 4-6

MAJOR OBJECTIVE 1.3 ENVIRONMENT AND INDIVIDUAL POTENTIAL INTERACT TO INFLUENCE CAREER DEVELOPMENT.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
1.3.5 (cont'd)		
1.3.6 Describe the best environment for him/her at this time to learn.	All	.Knowledge of how he/she learns best and knowledge of he/she might control his/her learning environment.
1.3.7 Formulate a tentative career plan choosing an occupation, recreation, school and friends that includes a description of a desired environment for each situation.	Soc. Stds. Guidance English	.People sometimes can choose their environment by planning ahead.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. (cont'd) attitudes/interests and record these on the his/her list. The list should be checked by the teacher, handed back to the student who will file it in his/her Career Awareness Folder.		
1. The teacher can divide the class in groups of three with the instructions to "describe the best learning environment for you at school and/or at home. Be sure to consider the noise level, lighting, help, rules, regulations." Each group will then demonstrate to the class what they feel is the best learning environment. After the discussion, the teacher might use the suggestions and let the students design the classroom and/or arrange the class for optimum learning environment. The culmination of this activity might be to have each student complete a paragraph on 'How I Learn' and 'How I can Change my Environment.'	.Materials on 'how to study'.	Each student will complete a paragraph on 'How I Learn.' This will be filed in his/her Career Awareness Folder.
1. Each student will complete a tentative career plan using the following format: .My tentative career choice is _____ because _____. .I plan to take the following subjects in school _____ because I like to _____. .For fun, I like to _____. .I choose my friends because they _____.	.Career Awareness Folder .SRA Career Exploration Kit .VIEW .CVIS .DOT .Occupational Outlook Handbook .Occupational Briefs .Materials on Recreational Options	Each student will complete the form. The form will be checked by the teacher and placed in the student's Career Awareness Folder.

COMPONENT 1.0 CAREER PLANNING AND DECISION MAKING

GRADE LEVEL 4-6

MAJOR OBJECTIVE 1.4 INDIVIDUALS MUST BE ADAPTABLE IN A CHANGING SOCIETY

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
.4.1 Identify work attitudes that probably will not change with societal change.	S.S. Guidance	.Universally desired work values: 1) punctuality 2) following directions 3) getting along well with others 4) completes tasks
.4.2 Demonstrate awareness that learning is a lifelong process as society is always changing.	S.S. Guidance	.Individuals and environment interact consistently causing persons to acquire new knowledge and skills.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. The teacher can begin a discussion on brainstorming, its purposes and its rules. The teacher will record on the chalkboard, or have a student(s) record on the chalkboard the brainstorming efforts of the class on: 1) What is an attitude? 2) What are expected work attitudes? (either on a job or in the classroom) When this is completed, the teacher might show a film and/or strip on attitudes. Students should be encouraged to take notes on what attitudes were being presented. After the film strip, the teacher might ask students to decide, in small groups of 3 to 5 students, what universal attitudes toward work seem to be expected by all. The teacher needs to then ask for response, listing each on the chalkboard.	.Film strip by Guidance associates on "Work Attitudes" .Film strip by BFA on "Work Attitudes" .Printed material on School Attitudes and/or Attitudes Toward Learning .Group Leadership: <u>A Handbook For Group Leaders</u> (Rules for brainstorming)	Each student will list the universal work attitudes on a form provided by the teacher.
1. The teacher might find this an excellent opportunity for each student to write a case study on a significant adult with emphasis on what/where/how his/her learning was and is continuous. The assignment can be: 'You are to select an adult that you know or know of to write about. You will be required to find out from him/her	.<u>Career Awareness Folder</u> .Guest presenters (community adults, former students, parents) .School district resource handbook	Each student will give an example(s) of how he/she or a significant adult has consistently learned new knowledge and skills.

COMPONENT 1.0 CAREER PLANNING AND DECISION MAKING

GRADE LEVEL 4-6

MAJOR OBJECTIVE 1.4 INDIVIDUALS MUST BE ADAPTABLE IN A CHANGING SOCIETY

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
1.4.2 (cont.)		
1.4.3 Demonstrate awareness of occupations that seem to be becoming obsolete and occupations that seem to be new.	Guidance S.S.	Occupational trends caused by advancement in technology and/or different needs and/or wants of society members.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. (Cont.) (or to read about him/her), what his work life has been and what he/she had to learn, where he/she learned his/her skills and how he/she learned his/her work skills. The report needs to be completed in 2 to 4 days with written or oral presentations to the class or small group or both.		
1. The teacher needs to discuss the idea of acquiring universal work skills, lifelong learning, and the necessity to be able to change occupations. The students need to be asked to create an artistic presentation (written, collage, drawing, role playing, skit) on what occupations existed in 1926 that do not exist now and what occupations exist now that did not exist in 1926. The teacher is encouraged to tie this in with any unit she/he is presently teaching. This can be done by comparing occupations with other countries/locations with occupations in this local.	.Occupational information materials in the Career Resource Center .D.O.T. .Occupational Outlook Handbook .Career Awareness Folder .Guest speaker from Youth Employment Agency, Work Experience Office, and/or local service clubs .Older magazines .Newspapers	Each student will identify 3 or more occupations that are becoming obsolete and 3 or more occupations that are relatively new.

COMPONENT 1.0 CAREER PLANNING AND DECISION MAKING

GRADE LEVEL 4-6

MAJOR OBJECTIVE 1.5 CAREER PLANNING SHOULD BE A PRIVILEGE AND RESPONSIBILITY OF THE INDIVIDUAL.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
1.5.1 Define a value as something a person prizes, cherishes and esteems.	Soc. Stds. English Guidance	Definition of value as a person's goals, his possessions.
1.5.2 Discusses that people have different values.	Soc. Stds. English Guidance Art	Recognizes values of others.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. Using a group guidance approach (Phillips 66), divide the class in groups of 6 and then give the following directions. 1) You will have 6 minutes to elect a chairperson, a recorder and, to decide on a definition of a <u>VALUE</u>. 2) At the end, each recorder will read aloud to the class his/her group's definition. When each has presented, request each student to define value. Collect the papers.	.Rokeach's <u>Value Inventory</u> .<u>Value Clarification</u> .<u>Group Leadership: A Manual for Group Leaders</u> .Filmstrip series on <u>Values</u> .JUSO ."Tell It Like It Is" .Super's <u>Work Values Inventory</u> .JALSTRA'S - <u>Value Clarification</u>	Each student will define value and will give 2 or more examples
1. The teacher might consider having students identify values of others through observing behaviors. This can be enhanced by creating a "Jar of Jobs," i.e., by having one occupation on a small slip of paper with about 200 slips of paper in a jar. Each student will select one by reaching in the jar and taking <u>only one</u> (an alternative can be to work in pairs). They will then be asked to create a role playing situation/ a collage/a written paper/a taped segment of what they feel the values of the worker might be. A second alternative will be to have students go out on the play area in pairs. They will be <u>requested</u> to choose one student to observe. From their observations, they will be asked to identify his/her values.	.<u>Life Career Games</u> .<u>Tell It Like It Is</u> .<u>LIFE</u> .DECIDING .JUSO .Values Clarification .Therapeutic Techniques .<u>Group Leadership: A Manual for Group Leaders</u> .Films/Filmstrips - from the Career Resource Center depicting worker .J.O.T. .SRA <u>Career Awareness Kit</u> .Newspapers	Each student will identify value of persons from a visual/audio-visual/description presentation of workers.

COMPONENT 1.0 CAREER PLANNING AND DECISION MAKING

GRADE LEVEL 4-6

MAJOR OBJECTIVE 1.5 CAREER PLANNING SHOULD BE A PRIVILEGE AND RESPONSIBILITY OF THE INDIVIDUAL.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
1.5.3 Identify the part values play in the decision-making and/or career planning process.	Soc. Stds. Guidance	List the components of the decision making process (identifying values, information gathering, choosing).
1.5.4 Identify conflicting goals.	Soc. Stds. English Guidance	Knowledge to recognize conflict between persons/politicians/countries in terms of goals.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. The teacher might consider implementing the Life Career Game simulations in his/her classroom. It usually lasts from 10 to 15 hours of instruction time. An alternative method might be to place students in groups of 3 to 5, then use the NASA simulation (of what to use when on the moon) having each group to come to a decision. When each group has reported, collectively decide on how a decision is made then, identify how values dictate decisions.	.Life Career Games .<u>DECIDING</u> .Filmstrip by Guidance Assoc. "Decision Making" .Group Facilitator Handbook .Kohlberg's Moral Dilemmas .Counselor/School Psychologist/Local Mental Health Worker/Parent Peer Counselor from the high school	Each student will be able to identify the parts values play in the decision making/career planning process.
1. The teacher might use his/her goals for the classroom to demonstrate conflict is evident when his/her goals do not match that of the students. This discussion can begin by listing his/her goals on the chalk board in the following format. I want each student to be able to.... I want the classroom atmosphere to be.... After he/she explains her goals, he/she might want to share his/her reasons (goal/values) for teaching. After the discussion, then place positive and negative student behaviors on the chalk board. Have students fill in each statement identifying similar and different goals.		

COMPONENT 1.0 CAREER PLANNING AND DECISION MAKING

GRADE LEVEL 4-6

MAJOR OBJECTIVE 1.5 CAREER PLANNING SHOULD BE A PRIVILEGE AND RESPONSIBILITY OF THE INDIVIDUAL.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
1.5.4 (cont'd)		
1.5.5 Explain how individuals make different choices.	Soc. Stds. English Guidance Math	Choices are made on a person's values and alternatives.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. (cont'd) <u>Positive</u> Behavior follows rules I want... <u>Negative</u> Behavior does not follow rules I want...	.Filmstrip series on "Goals" and "Values." .Filmstrip on Conflict .Newspapers	Given a (series) simulation, each student will be able to identify conflicting goals.
1. The teacher might consider the use of fantasy in allowing students to experience how individuals make choices. This can be done by using the following technique. "Each of you will select a class member to take a trip with. (You may want to assign members) You are going to plan a trip. You may travel anywhere you choose to. You may travel anyway you choose to. Your assignment is as follows: Discuss where you would like to go, decide how you want to get there. Then you are to identify why you choose the place you did and why you choose the means of travel. You will then share with the class, your results." 2. A second fantasy method could be, you have \$500.00 to spend. You may buy anything you wish. Make a list then write after each item why you choose the item.	.Newspapers .Filmstrip by GA "Choices" .Road Maps .Atlas .Careers Game .Life Game .SRA Career Awareness Kit	Each student will describe how a person makes a choice.

COMPONENT 1.0 CAREER PLANNING AND DECISION MAKING

GRADE LEVEL 4-6

MAJOR OBJECTIVE 1.5 CAREER PLANNING SHOULD BE A PRIVILEGE AND RESPONSIBILITY OF THE INDIVIDUAL.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
1.5.6 Identify the parts of a decision-making process.	Soc. Stds. Guidance	.Identify values(goals) .Search out alternatives .Identify the results of each alternative .Choose the alternative that best matches the values
1.5.7 Express outcomes of his/her choices.	Soc. Stds. English Guidance	Each choice has outcomes or results from action.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. Each student will be asked to complete the following: 1. Goal: (Each student is to identify a goal he/she might want to achieve) 2. Values: (Each will list his/her values related to the goal) 3. Alternatives: (In small groups, each will brainstorm and list possible alternatives) 4. Choosing: (Each will choose 1 or more strategies from the list in #3 to achieve the goal) 5. Task/Time Line: (Each will complete a tentative plan on implementing his/her choices) 6. Evaluation: (Each will list how he/she will evaluate his/her self.	.Life Career Games .Careers .SRA Career Awareness Kit .Peer Counselors .Counselor/Psychologist .Work Experience Coordinator from the high school .Filmstrip by GA 'Setting Goals' .Group Facilitator Handbooks .Decisions by Anna Miller-Tiedeman .Kohlberg's "Moral Dilemma's"	Each student will identify the parts of the decision-making process from a list of works and will consider whether or to what extent these processes have been applied to the choices made in the exercise.
1. The teacher might introduce the topic of outcomes by talking briefly on "how all our behavior (actions) produces some end results be the desired or the undesired. Behavior is a result of choices we have made on how we choose to behave." What might be some outcomes if 1) You quit school? 2) If you broke a leg? 3) If you do well/poorly in school? Then have each student list all	.Filmstrip on .Life Career Games .Careers .SRA Career Awareness Kit .Peer Counselors .Counselor/Psychologist .Work Experience Coordinator from the high school .Filmstrip by GA 'Setting Goals' .Group Facilitator Handbooks .Decisions by Anna Miller-Tiedeman .Kohlberg's "Moral Dilemma's"	After completing a set of choices, each student will list the potential outcomes for each choice.

COMPONENT 1.0 CAREER PLANNING AND DECISION MAKINGGRADE LEVEL 4-6MAJOR OBJECTIVE 1.5 CAREER PLANNING SHOULD BE A PRIVILEGE AND RESPONSIBILITY OF THE INDIVIDUAL

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
1.5.7 (cont'd)		
1.5.8 Identify his/her values as related to to his/her choices.	Soc. Stds. English Guidance	Each person chooses action based on his/her values.
1.5.9 Plan to implement a tentative career goal.	Soc. Stds. Guidance	.Learn the planning process .Career Goal .Values .Alternatives .Choices .Task/Time Evaluation Method

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. (cont'd) the choices he makes for a 24 hour period of time on a piece of paper. After he/she has the list, they should be instructed to write after each choice, the actual or expected outcomes of his/her choices. The resultant paper should be filed in his/her Career Awareness Folder.		
1. After the student has listed his/her choices for a 24 hour period, the teacher will instruct the students to identify what values of his/hers are related to each choice. The teacher needs to schedule time to meet with each student for a few minutes to validate his/her responses with the intention of showing appreciation and giving feed back.	.Super's Work Value Inventory .Rokeach's Value Inventory .Vernon allports Value Inventory .Deciding .Values Clarification .Group Facilitator Handbooks .Joining Together	Each student will complete a form where he/she lists his/her choices and then writes in his/her related values.
1. The teacher will ask each student to select a tentative career goal. Then using the form below, each student will complete a tentative plan to achieve the career goal. This process will necessitate using library facilities, the Career Resource Center Materials, and possible resource persons such as the Career Counselor/school psychologist/high school counselor/peer counselor/youth employment coordinator/ work		

COMPONENT 1.0 CAREER PLANNING AND DECISION MAKING

GRADE LEVEL 4-6

MAJOR OBJECTIVE 1.5 CAREER PLANNING SHOULD BE A PRIVILEGE AND RESPONSIBILITY OF THE INDIVIDUAL.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
1.5.9 (cont'd)		
140		141

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. (cont'd) experience coordinator. When the work is complete, turned in, and revised, it needs to be filed in the Career Awareness Folder.	<u>.Career Awareness Folder</u> <u>.Careers Game</u> <u>.Life Game</u>	Each student will complete a <u>tentative</u> career plan which will be validated by the teacher, re- vised if necessary by the student and then filed in his/her <u>Career</u> <u>Awareness Folder</u> .
142		143

RESOURCES

GRADE LEVEL 4-6 1.0 CAREER PLANNING AND DECISION MAKING

BOOKS

A Person Is Many Wonderful, Strange Things
Pennant Educational Materials

Behind the Scenes In A Department Store
Leon Harris
J. B. Lippincott Co.
1972

Career Education Program Volume 1
Houghton Mifflin

Careers for All Series
Muriel Stanek, Joseph L. Gehrman
Benefic Press
1974

Carpentry
Karin Kelly
Lerner Publishing Co.
1973

Children's Dictionary of Occupations
William Hopke, Barbara Parramore
Counselor Films, Inc.

Clarifying Values Through Subject Matter
H. Harmin, H. Kirschenbaum & Sidney B. Simon
Adirondack Mt. Humanistic Education Center
1973

Comprehensive Career Education System,
Curriculum Development Model K through 12
Learning Activities in All Subject Areas
Educational Properties

Everyone Has Important Jobs To Do Book I
Economics for Young People Series
Shirley, Ray & Robert Chilton
Children's Press
1970

Fuzzies, A Folk Fable For All Ages
Richard Lesser
Argus Communications
1971

Jobs in Agriculture
Robert Houlehen
Lothrop, Lee and Shepard Company
1974

Jobs in Business and Office
(An Exploring Careers Book)
James Haskins
Lothrop, Lee and Shepard Company
1974

Jobs in Construction
(An Exploring Careers Book)
Arthur Liebers

RESOURCES

GRADE LEVEL 4-6 1.0 CAREER PLANNING AND DECISION MAKING (page 2)

BOOKS (con't)

Jobs in Manufacturing
(An Exploring Careers Book)
Robert J. Houlehen
Lothrop, Lee and Shepard Company
1974

Jobs in Marketing and Distribution
(An Exploring Careers Book)
Elvajeane Hall
Lothrop, Lee and Shepard Company
1974

Jobs in Public Service
(An Exploring Careers Book)
Calvin and Beatrice Criner
Lothrop, Lee and Shepard Company
1974

Jobs in Recreation
(An Exploring Careers Book)
Lothrop, Lee and Shepard Company
1974

Looking for a Job
Turner Career Guidance Series
Follett

Social Sciences: Concepts and Values
Harcourt, Brace, Jovanovich, Inc.
1975

The Jobs You Get
Follett

Workjobs
Addison-Wesley

Your Aptitudes
Robert Pease
McGraw-Hill Book Company
1973

FILMS

A City Awakens
Churchill Films
1971

A Time of Changes
(Whatcha Gonna Do?)
Encyclopedia Britannica Educational Corp.
1973

Because It's Just Me
Encyclopedia Britannica Educational Corp.
1973

I Wish I Were . . . Parts 1, 2, 3, and 4
Counselor Films, Inc.

RESOURCES

GRADE LEVEL 4-6 1.0 CAREER PLANNING AND DECISION MAKING (page 3)

FILMS (con't)

Planning Ahead: The Racer
Agency for Instructional Television

When You Grow Up Series

Business
Communication
Construction
Environment
Fine Arts
Health
Homemaking
Manufacturing
Marine Science
Marketing
Natural Resources
Personal Service
Public Service
Recreation
Transportation

Each film 8-10 min.
Counselor Films, Inc.

Why Work?
Vocational Films (Houghton Mifflin)
1973

FILMSTRIPS

Career Discoveries
Guidance Associates

The New American Farmer
Eye Gate

Who Are You
Guidance Associates
1973

Wonderful World of Work Series
Edu-Craft Distributors
Denoyer-Geppert
1968

GAMES AND SIMULATIONS

A Gamebook Series
Chronicle Guidance Publications
1976

Can of Squirms
Pennant Educational Materials

Career Awareness Program
King Features Education Division
1975

Career Insights and Self-Awareness Games
Six Games
Houghton Mifflin

Grow Power
Eileen Koper Binder
Educational Activities Inc.
1974

RESOURCES

GRADE LEVEL 4-6 1.0 CAREER PLANNING AND DECISION MAKING (page 4)

GAMES AND SIMULATIONS (con't)

Match Wits
Pennant Educational Materials
Tel It Like It Is - The Ungame
Au-Vid Inc.
1972

Value Bingo
Pennant Educational Materials

Dimensions of Personality
Here I Am - Level 4
I'm Not Along - Level 5
Pflaum/Standard

Focus on Self-Development Series
Stage Two (Responding)
Science Research Associates
1971

Our Working World Series
Science Research Associates
1973

MEDIA KITS

A Highway to Work and Play
McKnight Publishing Company
1973

Career Awareness Program
Oidma

Deciding for Myself
Paulson
Pennant Educational Materials

Developing Understanding of Self and Others
(DUSO II)
American Guidance Service, Ind.
1973

People Who Create Art
Guidance Associates
1972

People Who Influence Others
Guidance Associates
1973

People Who Make Things
Guidance Associates
1972

People Who Organize Facts
Guidance Associates
1972

RESOURCES

GRADE 4-6 1.0 CAREER PLANNING AND DECISION MAKING (page 5)

MEDIA KITS (con't)

People Who Work in Science
Guidance Associates
1972

Real People At Work
Changing Times Education Service

Stage Three: Involvement - Focus on
Self-Development
Science Research Associates

The Valuing Approach to Career Education
Educational Achievement Corp.
1973

PRINTED MEDIA, NON-BOOK

A Highway to Work and Play
McKnight Publishing Company

Good Times Box (Activity Cards)
Ogle, Menuet
Pennant Educational Materials

Introducing Career Concepts, Series 1 and 2
Science Research Associates
1975

Motivational Posters
Chronicle Guidance Publications, Inc.

TESTS AND MEASUREMENTS

Perception of Values Inventory (Simpson)
Pennant Educational Materials

Inventory of Values
Murphy
Pennant Educational Materials

Values Inventory of Behavioral Responses
Sanford-Seiders
Pennant Educational Materials

STUDENT BOOKS

Being Me
Science Research Associates

The Human Values Series
Blanchette, Arnsperger, Brill, Rucker
The Teaching Pictures
Values to Learn - Grade 4
Values to Share - Grade 5
Values to Live By - Grade 6

TEACHER'S GUIDES

Career Education Curriculum - "A Child Is
His Universe"
Rowland Unified School District
1974

COMPONENT 2.0 EDUCATION, WORK AND LEISURE ALTERNATIVESGRADE LEVEL 4-6MAJOR OBJECTIVE 2.1 KNOWLEDGE AND SKILLS IN DIFFERENT SUBJECTS RELATE TO PERFORMANCE IN DIFFERENTWORK ROLES

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
2.1.1 Identify the social, intellectual and physical demands posed by various jobs.	Social Studies	<u>Communication</u> with others, work roles. <u>Intellectual</u> such as education required, apprenticeship training, in-plant training, on-the-job training and essential experience in other jobs. <u>Physical</u> demands such as lifting, carrying, pushing and/or pulling; climbing or balancing; stooping, kneeling crouching and/or crawling; reaching, handling, fingering and/or feeling, talking and/or hearing; and, seeing.
2.1.2 Demonstrate awareness of changing job opportunities.	Social Studies	Worker-trait groupings helps job mobility by listing related occupations.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. The teacher will prepare a list of occupations representative of a number of different demands. Or, the teacher can request the Career Resource Technician to prepare a list. Each student will select one occupation and then complete a unit including: a) a description of work done b) social demands c) education and kinds of education required d) physical demands e) projected life earnings This can be done with career education materials. This can be done by interviewing community workers and/or parents. The teacher might have each student or group of students bring a worker to class.	Dictionary of Occupational Titles Occupational Outlook Handbook Career films/filmstrips Community workers Occupation Briefs VIEW materials	Each student will complete an occupation search which will show social demands, intellectual demands and physical demands.
1. The teacher will list on the board, various occupations, then ask students what other kinds of work can these people also do because of their skills. The responses then become a second list. This is again repeated until a flow chart can actually be made by the students out of 5x7 cards, string, and construction paper. This can then be put up on the bulletin board. 2. Discuss what is needed for a policeman to become a lawyer. List all the skills needed and how the policeman would get them. 3. Have a lawyer who was a policeman give a class talk.	Dictionary of Occupational Titles Community Resource Listing Career World Occupational Outlook Handbook	Each student will identify worker traits by listing related job opportunities

COMPONENT 2.0 EDUCATION, WORK AND LEISURE ALTERNATIVESGRADE LEVEL 4-6MAJOR OBJECTIVE 2.1 KNOWLEDGE AND SKILLS IN DIFFERENT SUBJECTS RELATE TO PERFORMANCE IN DIFFERENT WORK

ROLES

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
2.1.3 List ways adults continue to learn.	Social Studies English Math	On-the-job training Adult School Colleges/Universities Volunteer help in community activity Experiencing Regional Occupational Programs Apprenticeship Programs
2.1.4 Identify relationships between education and career preparation.	English Social Studies	Levels of Occupations .Professional .Proprietary .Technical .Skilled .Semi-skilled .Unskilled
2.1.5 Identify how reading, writing, science, number skills and communication skills are used in some jobs.	Social Studies	Worker-trait groups

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES																												
1. List the ways people learn. 2. Have parents come in and tell class how they have continued to learn. 3. Compare how students learn to how adults learn. Make a graph showing the different ways of learning. 4. Make a collage showing people learning. 5. Have students put together a video-slide presentation on "Avenues to Learning".	Parents Local community members Community college course offering Bulletins	Students will list locations in the community where adults are going to school, receiving on-the-job training and volunteering services.																												
1. Have the students identify what they need to learn in school before they could go to work. Have teacher make a list on board as to skills: <table> <tr> <td></td> <td>NOT</td> <td>IMPORTANT</td> <td>VERY IMPORTANT</td> </tr> <tr> <td>Read</td> <td></td> <td></td> <td>✓</td> </tr> <tr> <td>Write</td> <td></td> <td></td> <td>✓</td> </tr> <tr> <td>Math</td> <td></td> <td>✓</td> <td></td> </tr> <tr> <td>Talk</td> <td></td> <td></td> <td>✓</td> </tr> <tr> <td>Walk</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>Sing</td> <td>✓</td> <td></td> <td></td> </tr> </table>		NOT	IMPORTANT	VERY IMPORTANT	Read			✓	Write			✓	Math		✓		Talk			✓	Walk	✓			Sing	✓			Career World Occupational Awareness materials Dictionary of Occupational Titles	Each student will list two occupations and level of education required for each level of occupations.
	NOT	IMPORTANT	VERY IMPORTANT																											
Read			✓																											
Write			✓																											
Math		✓																												
Talk			✓																											
Walk	✓																													
Sing	✓																													
1. List all the jobs the students can think of that need: a) reading b) writing c) science d) number skills, e) speaking skills, etc. 2. Have the class choose which skill appears to be the most important and why.	Career World Occupational Awareness California State Department of Labor "Occupational Briefs" Appalachia Educational Laboratory Unit on Worker-Traits Occupational Outlook Handbook, Fall 1975	Students will identify what basic skills are necessary for five occupations of their choice.																												

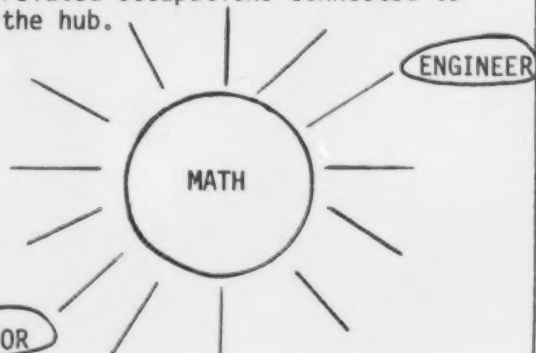
COMPONENT 2.0 EDUCATION, WORK AND LEISURE ALTERNATIVES

GRADE LEVEL 4-6

MAJOR OBJECTIVE 2.1 KNOWLEDGE AND SKILLS IN DIFFERENT SUBJECTS RELATE TO PERFORMANCE IN DIFFERENT

WORK ROLES

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
2.1.5 (cont'd)		
2.1.6 Formulate a list of potential occupations that relate to knowledges in each subject.	All areas	School subject mastery leads to potential employment.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
3. Divide the class in half. Have one half try to get the other half to do a particular task without giving oral directions. 4. Have one student describe an object that the others can't see and have the other students draw what is described.	Yellow pages in telephone book Career World Occupational Awareness Teachers Community Workers	Each student will list three occupations related to English, math, geography, physical education and health.
1. Compose a bulletin board for each school subject by mounting pictures of occupations that depend on that subject. Tie the bulletin boards with duplications of occupations together with colored string so that a spider web or maze develops. 2. Have students do reports on various occupations listing the job requirements and training. Save the reports and file as a classroom catalog and/or place a copy in the student's career planning folder. 3. As an art project, students can be assigned to construct posters using a subject as the hub of a wheel with related occupations connected to the hub. 		

COMPONENT 2.0 EDUCATION, WORK AND LEISURE ALTERNATIVESGRADE LEVEL 4-6MAJOR OBJECTIVE 2.1 KNOWLEDGE AND SKILLS IN DIFFERENT SUBJECTS RELATE TO PERFORMANCE IN DIFFERENTWORK ROLES

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
2.1.7 Identify how his/her social, intellectual and physical skills are related to job entry.	Social Studies English	Present skills are enough for some jobs
2.1.8 Formulate a list of occupations that match his/her subject achievements.	Social Studies English	Some occupations require basic work skills.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. Have the students make a list of how many jobs they now have enough skills to do. What are they and are they jobs they would enjoy doing. 2. How many jobs can they think of that don't require skills at all. Take the class to the Career Resource Center and have them make a list of unskilled occupations and see if they would enjoy these jobs. 3. Have them act out job roles with only the skills they feel are necessary for that job role. Don't let them use skills which aren't determined previously.	Yellow pages Career World Appalachia Educational Laboratory Unit on Worker-Traits SRA Occupational Exploration Kit	Each student will report on jobs he/she qualifies for now and will report on what skills he/she would like to increase.
1. Discuss how much subject achievement is necessary for certain occupations (consider time and money spent, leisure activities desired, and how badly the occupation is desired). 2. Compose a list of the occupations which take the most education. Further divide this list into specialty branches and from this information, construct a bar graph and/or chart that plots job to educational time requirements. 3. From this above information, have the students calculate how long (exact) they still have to go to school to become each of the listed occupations.	Career World Occupational Awareness Dictionary of Occupational Titles SRA Occupational Awareness Kit	Each student will formulate a list of occupations he/she can qualify for now and name a location in the local community for each.

COMPONENT 2.0 EDUCATION, WORK AND LEISURE ALTERNATIVES

GRADE LEVEL 4-6

MAJOR OBJECTIVE 2.3 SOCIETAL EXPECTATIONS INFLUENCE THE NATURE AND STRUCTURE OF WORK.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
2.3.1 Demonstrates knowledge that jobs offer rewards.	All Areas	All employment offers many and different rewards. . Monetary . Social . Personal
2.3.2 Demonstrates knowledge that career rewards play an important function in society.	Soc. Stu.	Everyone works for rewards. . Money to purchase. . Leadership roles. . Improves living conditions. . Creates better/new products.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. Teacher can set up a contract with the class to establish appropriate rewards for classroom performance. 2. The student will discuss the kinds of rewards he/she enjoys getting in school. 3. Discuss the student's conception of what "pay" is. Don't forget fringe benefits and expense accounts and promotion. 4. Construct average yearly salary chart for 10 of the most popular career choices. 5. Add a list to include social and personal rewards. 6. Role play an occupation. Have each student act out an occupation. Let other students identify the different rewards.	1. California State Department of Labor Occupational Briefs. 2. CVIS 3. Games of Life 4. Resource Speakers 5. Hoppock's Interview forms.	Each student will exhibit or discuss rewards he/she has recieved that week for work performed.
1. The student will write a report describing a job and how it contributes to society. 2. Play "What's My Line". 3. Use the "Yellow Pages" to find out all the Professions listed for Orange County. 4. Discuss what would happen if there were no workers in certain jobs. i.e., farmers, policeman, etc. 5. Have each student identify what thing they most like. Trace if backwards to the point of origin to identifying the various worker traits.	1. Daily newspaper. 2. Occupational Briefs 3. Magazines. 4. Classroom products, furniture, books, animal cages, etc.	Each student will write one paragraph on how a worker contributes to society.

COMPONENT 2.0 EDUCATION, WORK AND LEISURE ALTERNATIVESGRADE LEVEL 4-6MAJOR OBJECTIVE 2.3 SOCIETAL EXPECTATIONS INFLUENCE THE NATURE AND STRUCTURE OF WORK.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
2.3.3 List rewards for holding a job.	Soc. Stu.	Money to purchase things, to travel, to support his/her family, to go to school, to learn, to contribute.
2.3.4 Identify forms of supply and demand.	Soc. Stu.	Needs such as food, clothing, shelter, protection. Wants such as T.V., theaters, bicycles, automobiles, records, radios, surfboards, etc.
2.3.5 Demonstrate knowledge that people's social and economic needs and wants differ.	Social Studies	Cultural differences and societal differences in living conditions and needs/wants.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. Student will list rewards he/she enjoys getting in school. 2. Discuss the student's conception of what "Pay" is. Don't forget fringe benefits and expense accounts, and promotion. 3. Construct average yearly salary chart for 10 of the most popular career choices. 4. Add a list to include social and personal rewards.	1. California State Department of Labor. 2. Occupational Briefs	Choosing an occupation of his/her choice, each student will prepare a brief and/or collage on the rewards the worker receives.
1. Discuss concepts of "supply" and of "demands". Then have the students list as many supply and demand situations as they can think of for needs and wants. 2. Discuss how the concepts of supply and demand affect the students. Then list on the board basic needs (supply and demands) and wants. (Caused by fads and/or advertisements).	1. Newspapers 2. Catalogues 3. Classroom aides. 4. Magazines 5. Filmstrip on "How to Save".	Each student will identify items he/she needs and then identify items he/she wants but can do without.
1. List at least two occupations under each of the basic "social needs" headings, i.e., food, clothing, shelter, service, etc. 2. List the things purchased in the last month and why they were purchased. 3. Given two identical products by different manufacturers, compare everything about the products.	1. Filmstrip "Different" 2. Films showing different cultures 3. Classroom textbooks	Using a representative figure from another culture, each student will make a list of contrasting social & economic needs and wants noting similarities and differences.

COMPONENT 2.0 EDUCATION, WORK AND LEISURE ALTERNATIVES

GRADE LEVEL 4-6

MAJOR OBJECTIVE 2.3 SOCIETAL EXPECTATIONS INFLUENCE THE NATURE AND STRUCTURE OF WORK

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
2.3.5 (cont'd)		
2.3.6 Express how his/her wants and needs have changed.	English	Maturity causes role changes and therefore causes wants and needs to change.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
4. With a total budget of \$75 a month, plan a diet of at least three meals a day for him/her self. 5. Using different cultures, make a chart on the board that represents two different culture's social and economic needs. These might include Southern California, Mexican, African, etc.		
1. List how their needs and wants have changed in the last six months. 2. List five activities that they wanted to do all of the time a year ago, but now might not want to. 3. Students can create a game called "Looking Back." The rules of the game are to identify key changes in their groups such as ways to play, ways to learn, new work roles, how they relate to others. Secondly, they are to design a way to present this to the class and then they present it to the class. 4. Using a list students create in class the teacher can arrange for each student to interview an older student (suggest three grades difference), returning to class and giving a verbal report. The teacher can or have a student to record on chalk board. A similar exercise can be effective by having students observe students two grades lower in the classroom and/or playground.	. Older students sharing their needs and wants now. . Textbooks . Other Classrooms . Community Workers	Teacher observation of each student's contribution to his/her group.

COMPONENT 2.0 EDUCATION, WORK AND LEISURE ALTERNATIVES

GRADE LEVEL 4-6

MAJOR OBJECTIVE 2.3 SOCIETAL EXPECTATIONS INFLUENCE THE NATURE AND STRUCTURE OF WORK

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
2.3.7 Identify the relationships between work opportunities and the needs of society.	Social Studies	Supply and demands create and diminish work opportunities
2.3.8 Recognize the relationship between economic and political forces and changing employment opportunities.	Social Studies	Depressions, wars, droughts, supply and demands (such as oil, food, steel).

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. This is an opportunity to ask another (other) teacher to come in and talk about jobs they did as young person that has now been replaced by machinery or is now extinct. The teacher must have ample time to prepare. An alternative would be to survey the teachers for such possibilities. Then assign students in groups of 2 or 3 to interview the teacher. This should be followed by a report to the class in a panel format. Occupations to look for are those related to agriculture, manufacturing or construction. 2. Another alternative is to have students look through history books identifying occupations that no longer exist. Then using brainstorming techniques, try to list jobs that might exist in the future.	.CVIS .Dictionary of Occupational Titles .Guest speakers (Dept. of Unemploy.) .Parents .Textbooks	Name one job that used to exist, but no longer exists. Name one job that exists now that did not exist 50 years ago.
1. Discuss the relationship between economic and political forces and changing employment opportunities using the following as guidelines: 'How does unemployment affect our lives?' 'What would happen if we run out of oil?' 'How does a war affect our lives?' Students might then interview adults. If this is used, the teacher must make sure the local workers are contacted. Another alternative is to (cont.)	.Newspapers .Speakers from Labor Dept. .Textbooks .Career Counselor .High School Students	Each student will contribute to the completion of the project or each student will list three occupations that have become extinct because of research and three occupations created because of research.

COMPONENT 2.0 EDUCATION, WORK AND LEISURE ALTERNATIVES

GRADE LEVEL 4-6

MAJOR OBJECTIVE 2.3 SOCIETAL EXPECTATIONS INFLUENCE THE NATURE AND STRUCTURE OF WORK

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
2.3.8 (cont'd)		
2.3.9 Identify various attempts to apportion wealth more equitably.	Social Studies	Personal wage taxation, property taxation, welfare, union benefits, socialism, communism, Medicare, annual wage guarantee.
2.3.10 Explain the roles played by unions and professional associations.	Social Studies	Guaranteed wages and benefits for workers. Guaranteed quality work production standards. Protection for members.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. (cont'd) ask the PTA or Advisory Committee to arrange for a number of adults to be available for the interview. When all the data is collected students can put together their findings in one booklet. This should be presented to a significant adult, e.g., Principal, Superintendent, etc.		
1. Discuss the different ways of reapportioning wealth more equitably. 2. Have the students brainstorm other ways. 3. Discuss why taxation falls mainly on the shoulders of the upper-lower and lower-middle classes. 4. This is an excellent opportunity to arrange a field trip to the local city government office. During this visit, speakers should be arranged to talk on the various taxes and why, visit a courtroom and talk with welfare and police representatives. All presentations should be geared to equality of taxation and equality of legal rights.	.U.S. Government Charts .Income tax forms .Speakers from the local government .Speaker from the Am. Bar Assoc. .County Dept. of Education, Coord. of Social Studies .District Office Curriculum Directors	List government agencies which effectively apportion wealth in this society and list other forms of government that have/are attempting to do such.
1. Discuss the roles of unions and professional associations. 2. Discuss lobbying. 3. Have a Union representative come to class and give a presentation.	.Community Resources .Filmstrip on "Why Unions" .Filmstrip series "Mankind & Society" .Local union representatives .California Teachers Association .Newspapers and current magazines .<u>Group Facilitator Handbooks</u>	Have each student write a short essay on the history of one of the major labor unions or professional associations.

COMPONENT 2.0 EDUCATION, WORK AND LEISURE ALTERNATIVES

GRADE LEVEL 4-6

MAJOR OBJECTIVE 2.3 SOCIETAL EXPECTATIONS INFLUENCE THE NATURE AND STRUCTURE OF WORK

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
2.3.10 (cont'd)		
2.3.11 Explain the necessity for rules and regulations imposed by society.	Social Studies Art	Protects its members Causes growth Regulates rewards

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
4. Have the students define words like strike, picket, negotiate, collective bargaining, etc. After definitions have been established, divide the class such that there are equal groups of five. In each group of five, two students will be appointed managers or business owners. Three students will be appointed workers. The scene is set using the following example (Teacher is encouraged to create his/her own): .The three students represent the local "Retail Clerks Union" which represents grocery clerks, bag boys/girls, and department store workers. .The two managers are partners in their own business - a local large grocery store. .The union contract has expired. .The cost of living has risen 10% .The workers are now asking for a 25% increase in wages plus free dental care, two additional paid holidays and an increase in their retirement fund. .The owners make 17% profit per year. Each group will negotiate a contract during a 20 minute period. After completion each group will report what they have settled for and why.		
1. Ask the students to list what would happen if there were no rules or regulations.	.Any films/filmstrips on undeveloped cultures. .Film "1,000,000 BC"	Each student might prepare a list of rules and regulations he/she feels necessary for school and/or home and/or society.

COMPONENT 2.0 EDUCATION, WORK AND LEISURE ALTERNATIVES

GRADE LEVEL 4-6

MAJOR OBJECTIVE 2.3 SOCIETAL EXPECTATIONS INFLUENCE THE NATURE AND STRUCTURE OF WORK

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
2.3.11 (cont'd)		
2.3.12 List societal expectations that influence his/her life.	Social Studies	School, work, driving regulations, self-supporting, laws, family role.
2.3.13 Identify societal constraints that limit youth employment.	Social Studies	Child labor laws

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
2. Role play what a life would be like without rules (Lord of the Flies). 3. List what would happen if the school had no rules. 4. List what physical things could be done away with if there were no rules and regulations. 5. As an art assignment, have students draw, paint and/or create a collage depicting a life without rules or what would school be without rules and regulations.		
1. List societal expectations that have influenced their lives. 2. Have the students make a list of what they would do if they didn't have to go to school any more, but still had to feed, clothe and protect themselves. 3. Have the class brainstorm what is expected of them by teachers, parents and local agencies such as police, parks and recreation, etc. Then from the list let each student or small group pick one to talk to. The task will be to create a series of slides/pictures as a class unit. After the sequence is put together, each student will make a one minute report on his/her "expectation" including the why's.	.School rule regulations .Traffic regulation handbook .Appropriate filmstrips from series "Mankind and Society"	Using a list composed of societal versus personal or self-expectations, students will identify which is which.
1. Have the students brainstorm all the restrictions which keep them from holding down employment.	.High School Work Experience Handbook .Pamphlet from the State Dept. of Employment <u>Youth Labor Laws</u>	Students can list reasons for child labor laws.

COMPONENT 2.0 EDUCATION, WORK AND LEISURE ALTERNATIVES

GRADE LEVEL 4-6

MAJOR OBJECTIVE 2.3 SOCIETAL EXPECTATIONS INFLUENCE THE NATURE AND STRUCTURE OF WORK

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
2.3.13 (cont'd)		
2.3.14 Express which needs of his/hers that are being met by society and which needs are not being met by society.	Social Studies English	Identification of self needs: physical, safety, belonging, love, self-esteem, self-actualization.
197		198

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
2. Have the students list the jobs for which they might be employable. 3. Have the students apply for work permits and social security cards. 4. Have the students write to a large company for a job application and have them practice filling out the information.	.Appropriate text books depicting youth employment in factories during times prior to enactment on Child Labor Laws. .Guest speakers from Youth Employment Office and/or high school work experience office.	
1. Have the students list which of their needs are being met by society and which are not being met, making sure to differentiate between needs and wants. 2. Have the students list ways that society can/might help meet their needs. 3. Have the students list five careers that they might like to pursue that would probably meet their identified needs.	.Group Facilitator Handbook .Group Leadership: A Handbook for Group Leaders .Value Clarification	Each student will record his/her needs being met and his/her needs that are unmet.
199		200

COMPONENT 2.0 EDUCATION, WORK AND LEISURE ALTERNATIVESGRADE LEVEL 4-6MAJOR OBJECTIVE 2.4 THERE IS A RELATIONSHIP BETWEEN THE COMMITMENT OF EDUCATION AND WORK AND THE
AVAILABILITY AND UTILIZATION OF LEISURE TIME.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
2.4.1 Describe the impact that leisure activities has on the family, community and environment.	Music Art P.E. Student Activities	Family expenses, time, budgeting vacations. Community facilities should be adequate. Environment control. Money jobs.
2.4.2 Demonstrate an awareness that different jobs offer different leisure opportunities.	Soc. Stu	Location, time, money, resources available.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. Have fireman, doctor, and forest ranger come into classroom and discuss how much spare time they have what they do with it. Ask students if they notice any differences between the occupations. 2. Have class compile the 10 most popular leisure activities and how these activities affect the family, community and environment. 3. Have the class chart how one man's leisure activity is another man's occupation. I.e., Baseball or any sport, cooking, etc. 4. Have the class plan a vacation for a family of four, starting with selection of destination and covering all the facets of planning a 2 week summer vacation.	1. G.A.--Lifestyles--filmstrip (4 parts) 2. Doubleday--films 3. Working/study guide. 4. Career--Macmillan Publishing Co. 5. Professional Athletes 6. Farming and gardening speakers. 7. Park and recreation Departments. 8. Community College Catalogue.	Each student will describe a leisure activity in which his/her entire family participate. Find out how much it costs the community to provide one recreational center.
1. Have a fireman, doctor and forest ranger come speak to class and discuss amounts of leisure time they have and what they do with their time. Ask students for differences in kinds of leisure activities. 2. Play "What's my line?" 3. Make a list of the students' parents leisure activities and occupations and then compare the results with another class list and/or its own list. 4. Make a time line showing how leisure activities have changed since our country began.	1. Community resources. 2. Any occupational information available.	1. Each student will write a report on interviews with three neighbors about leisure activities they like to engage in.

COMPONENT 2.0 EDUCATION, WORK AND LEISURE ALTERNATIVESGRADE LEVEL 4-6MAJOR OBJECTIVE 2.4 THERE IS A RELATIONSHIP BETWEEN THE COMMITMENT OF EDUCATION AND WORK AND THE
AVAILABILITY AND UTILIZATION OF LEISURE TIME.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
2.4.3 Identify the impact that his/her leisure activities has on him/herself and on the family, community and environment.	Soc. Stu. English	Time, money, people, learning new skills.
2.4.4 List his/her leisure interests in relation to various work environments.	Soc. Stu. English	Match leisure interests with occupations that will allow the leisure environments.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. Have students discuss in small groups leisure activities in which their entire families participate. What kinds does the student do only by him/herself or with friends? 2. Have students explain how their hobbies affect their environment, if at all. 3. Have a student learn one new leisure activity and report to the class on it and what affect it has on him/herself and family.	1. G.A.-Lifestyles--filmstrip, 4 pts. 2. Doubleday--film 3. Working--Study guide. 4. Career--MacMillan Publishing Co. 5. Professional athletes guest speaking. 6. Farming and gardening speakers. 7. Park and recreation Departments. 8. Community College Catalogue.	Name three personal results from engaging in leisure activities.
1. Have students discuss jobs they would like to have and how much extra time they would have left for hobbies, etc. 2. Have students learn a new leisure activity and report on how they would be able to have this activity if they were a 1) Doctor, 2) Teacher 3) Businessperson 4) Skilled Laborer. 3. Have the students compile a list of their leisure interests and then have them match up occupations which they feel would enhance their leisure interests. 4. Have the students mount pictures of their desired leisure interests on a map of the U.S. according to where they would like to engage in the activity or where the activity had to be done. Put these cutline maps up as a bulletin board.	1. Filmstrips, on "Lifestyle" by Dennis Jappert. 2. Worker-Trait Classifications in Dictionary of Occupational Titles. 3. Materials in the Career Resource Center.	Each student will match his/her leisure interests with 4 potential occupations.

COMPONENT 2.0 EDUCATION, WORK AND LEISURE ALTERNATIVES

GRADE LEVEL 4-6

MAJOR OBJECTIVE 2.4 THERE IS A RELATIONSHIP BETWEEN THE COMMITMENT OF EDUCATION AND WORK AND THE
AVAILABILITY AND UTILIZATION OF LEISURE TIME.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
2.4.5 List a number of jobs which will satisfy his/her expectations for leisure activities.	Soc. Stu. English Guidance	Occupations can be selected to satisfy leisure needs.
2.4.6 Design a plan for managing his/her leisure time in a productive fashion.	Soc. Stu. English Guidance	Planning to have leisure time available.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. Discuss jobs and what time would be left for leisure activities. 2. Have the class determine if there are any leisure activities which they would enjoy as occupations. Chart their findings in a ranked order from highest to lowest in frequency. How many of the responses were sports oriented? How many hobby oriented? 3. Have the students graph their skill possession versus their leisure activities versus their present occupational choice using either bar or line format in tricolor.	1. Filmstrips on life style by Dennis Jappert. 2. Worker-Trait classifications in Dictionary of Occupational Titles. 3. Materials in the Career Resource Center.	Each student will list a number of jobs which will satisfy his/her expectation for leisure activities.
1. Have students discuss how the families leisure time could be made more productive. 2. Have the students write a diary of how their weekend is spent from an hour to hour basis. Have them calculate how much time is leisure. How could they increase their leisure time? 3. Given a 72 hour period have the students plan their ideal weekend. They must apply all conditions required for an efficient, productive and yet leisurely week-end. Don't forget to remind them to budget time for essentials ie., dressing, chores, grooming.	1. Films on family organization.	Each student will present a plan for management of his/her leisure time in a productive fashion.

COMPONENT 2.0 EDUCATION, WORK AND LEISURE ALTERNATIVESGRADE LEVEL 4-6MAJOR OBJECTIVE 2.5 There are many training routes to job entry.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
2.5.1 List training routes for entry into specific occupations.	Social Studies Guidance	Different training routes into different occupations: four-year college/university; community college; apprenticeship programs; on the job training; private trade schools; U.S. Armed Forces; hobbies/leisure activities; and, correspondence programs.
2.5.2 Identify local training opportunities.	Social Studies Guidance	Training routes to entry to an occupation/career.
2.5.3 Identify his/her training options for a tentative career selection.	Social Studies Guidance English	Alternative training routes.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. Each student will be encouraged to select an occupation for purposes of exploring only. Effort should be made to help the student make the selection such that his/her choice will be realistic as possible. The class will then go to the Career Resource Center and look up and record the various training routes. He/she will then file his/her data in his/her Career Planning folder.	.Materials located in the Career Resource Center .High School District Community Resource Handbook .Visit to the High School Career Resource Center	Each student will list the training routes to employment to the career/occupation of his/her choice.
1. The students will explore in the Career Center, the local training opportunities to include private sector, on-the-job training, universities, community colleges, private schools, apprenticeships, and unions.	.Career Center	The student will list the names and addresses of institutions in the local area that provide the training needed to enter into employment to the occupation of his/her choice.
1. The students will use the Career Center to identify their options associated with a tentative career selection. 2. The students will make a chart listing the various career options and their starting salaries and fringe benefits. 3. Make a bulletin board showing several tentative occupations and their options.	.Career Center Materials .Career World .SRA Career Awareness Kit .Life Career Games	Each student will identify and record in his/her Career Planning Folder the training options available for the tentative career/occupation/job of his/her choice.

COMPONENT 2.0 EDUCATION, WORK AND LEISURE ALTERNATIVES

GRADE LEVEL 4-6

MAJOR OBJECTIVE 2.5 THERE ARE MANY TRAINING ROUTES TO JOB ENTRY

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
2.5.4 List the skills he/she is presently acquiring that might help in his/her career option.	Social Studies Guidance English	Being aware the skills/competencies they are presently acquiring help in preparing for career selection.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. The teacher needs to define what a skill or competency is followed by showing a film on workers. After the film, or during the film, the student shall write down the skills/competencies he/she observed. The teacher will record the total on the chalk board. The film will be shown again without sound during which time the students will point out the skills. The students will then be divided up in groups of two or three. During the allowed five minutes, each student will make a list of skills that he/she thinks they have. This list will be handed to the teacher who will in turn read it and add to it. The list will be returned to be filed in the Career Planning Folder.	U	Each student will record in his/her skills related to his/her tentative career option in his/her Career Folder.

RESOURCES

GRADE LEVEL 4-6 2.0 EDUCATION, WORK AND LEISURE ALTERNATIVESBOOKS

Careers - A Supplemental Reading Program
Series A, B, C
Harcourt, Brace, Jovanovich
1973

Careers For All Series
Muriel Stanek, Joseph L. Gehrman
Benefic Press
1974

Children's Dictionary of Occupations
Wm. Hopke, Barbara Parramore
Career Futures, Inc.
1974

Clarifying Values Through Subject Matter
H. Harmin, H. Kuschenbaum, and S. Simon
Adirondack Mt. Humanistic Education Center
1973

Community Careering - A Career Education
Gamebook
Chronicle Guidance Publications Inc.
1974

Comprehensive Career Education System,
Curriculum Development Model K through 12
Learning Activities in All Subject Areas
Educational Properties

Concise Handbook of Occupations
Joan Costello and Rita Wolfson
J. G. Ferguson Publishing Co
1974

Curriculum Careering: A Career Education Gamebook
Chronicle Guidance Publications, Inc.
1974

I Want To Be An Architect
(I Want To Be Series)
Eugene Baker
Children's Press
1969

I Want To Be A Forester
(I Want To Be Series)
Eugene Baker
Children's Press
1969

I Want To Be A Secretary
(I Want To Be Series)
Eugene Baker
Children's Press
1969

I Want To Be A Waitree
(I Want To Be Series)
Eugene Baker
Children's Press
1972

RESOURCES

GRADE LEVEL 4-6 2.0 EDUCATION, WORK AND LEISURE ALTERNATIVES (page 2)BOOKS (con't)

Jobs In Agriculture
Robert Houlehen
Lothrop, Lee and Shepard Co.
1974

Jobs In Business and Office
(An Exploring Careers Book)
James Hoskins
Lothrop, Lee and Shepard Co.
1974

Jobs In Communications
(An Exploring Careers Book)
Edward Wakin
Lothrop, Lee and Shepard Co.
1974

Jobs In Construction
(An Exploring Careers Book)
Arthur Libers
Lothrop, Lee and Shepard Co.

Jobs in Fine Arts and Humanities
(An Exploring Careers Book)
Melvin Berger
Lothrop, Lee and Shepard Co.
1974

Jobs In Health Care
(An Exploring Careers Book)
Stanley L. Englehardt
Lothrop, Lee and Shepard Co.
1973

Jobs In Manufacturing
(An Exploring Careers Book)
Robert J. Houlehen
Lothrop, Lee and Shepard Co.
1974

Jobs In Marketing and Distribution
(An Exploring Careers Book)
Elvajeane Hall
Lothrop, Lee and Shepard Co.

Jobs In Public Service
(An Exploring Careers Book)
Calvin and Beatrice Criner
L. L. & Shepard
1974

Jobs In Recreation
(Exploring Careers Book)
Arnold Dobrin
L. L. & Shepard Co.
1974

Jobs That Help the Consumer and Homemaker
(Exploring Careers Book)
Gilda Burger
L. L. & Shepard Co.
1974

Jobs That Save Our Environment
(Exploring Careers Book)
Melvin Burger
L. L. & Shepard Co.
1973

RESOURCES

GRADE LEVEL 4-6 2.0 EDUCATION, WORK AND LEISURE ALTERNATIVES (page 3)BOOKS (con't)

Now You Know About People At Work
Encyclopedia Britannica Educational Corp
1974

What Can She Be? A Newscaster
Gloria & Esther Goldreich
Lothrop, Lee P. Shepard Co.
1973

What Could I Be
Science Research Associates

What Does A Forest Ranger Do?
Wayne Hyde
Dodd, Mead and Co.
1964

What Does A Peace Corps Volunteer Do?
David Lavine & Ira Mandelbaum
D. Nead & Co.
1964

What Happens At An Animal Hospital
Arthur Shay
Reilley & Lee Books
1972

What Happens At A Gas Station
Arthur Shay
Reilley & Lee Books
1972

What Happens When You Build A House
Arthur Shay
Reilley & Lee Books
1970

What Happens When You Put Money In the Bank
Arthur Shay
Reilley & Lee Books
1971

What It's Like To Be A Doctor
Arthur Shay
Reilley & Lee Books
1971

What It's Like To Be A Musician
Arthur Shay
Reilley & Lee Books
1972

What It's Like To Be A Pilot
Arthur Shay
Reilley & Lee Books
1971

Workjobs
Addison-Wesley

FILMS

Choosing Changes
Agency for Instructional Television

RESOURCES

GRADE LEVEL 4-6 2.0 EDUCATION, WORK AND LEISURE ALTERNATIVES (page 4)FILMS (con't)

Getting Ready (Whatcha Gonna Do?)
Encyclopedia Britannica Educational Corp.
1973

I Wish I Were . . . Parts 1, 2, 3, & 4
Counselor Films, Inc.

Let's Get To Work
Encyclopedia Britannica Educational Corp.
1973

Manufacturing (Jobs In the City)
Centron Educational Films
1972

Mass Media (Jobs in the City)
Centron Educational Films
1972

Natural Resources
When You Grow Up Series
Mini Productions Inc.
1973

Planning Ahead: The Racer
Agency for Instructional Television

Services (Jobs In the City)
Centron Educational Films
1972

To Be Growing Older
Circle of Life Series
Billy Budd
1973

When You Grow Up Series
Business
Communication
Construction
Environment
Fine Arts
Health
Homemaking
Manufacturing
Marine Science
Marketing
Natural Resources
Personal Service
Recreation
Transportation
Each Film 8-10 min
Counselor Films, Inc.

Women at Work
Entron Educational Films
1972

FILM LOOPS

Appliance Serviceman
Job Opportunity Series
Encyclopedia Britannica Educational Corp
1970

Bricklayers
Job Opportunity Series
Encyclopedia Britannica Series
1970

RESOURCES

GRADE LEVEL 4-6 2.0 EDUCATION, WORK AND LEISURE ALTERNATIVES (page 5)FILM LOOPS (con't)

Cooks and Chefs
Job Opportunity Series
Encyclopedia Britannica Educational Corp.
1970

Forestry Aides
Job Opportunity Series
Encyclopedia Britannica Educational Corp.
1970

Licensed Practical Nurse
Job Opportunity Series
Encyclopedia Britannica Educational Corp.
1970

Operating Engineers
Job Opportunity Series
Encyclopedia Britannica Educational Corp.
1970

Painters and Paper Hangers
Job Opportunity Series
Encyclopedia Britannica Educational Corp.
1970

Policeman and Policewoman
Job Opportunity Series
Encyclopedia Britannica Educational Corp.
1970

Stewardesses
Job Opportunity Series
Encyclopedia Britannica Educational Corp.
1970

Vending Machine Mechanics
Job Opportunity Series
Encyclopedia Britannica Educational Corp.
1970

Waiters and Waitresses
Job Opportunity Series
Encyclopedia Britannica Educational Corp.
1970

Welders - Oxygen and Arc Cutters
Job Opportunity Series
Encyclopedia Britannica Educational Corp.
1970

FILMSTRIPS

Air Travel Today Series
Singer/SVE

Career Discoveries
Guidance Associates

Education, Who Needs It? Parts 1 & 2
Counselor Films, Inc

RESOURCES

GRADE LEVEL 4-6 2.0 EDUCATION, WORK AND LEISURE ALTERNATIVES (page 6)

FILMSTRIPS (con't)

Foundations for Occupational Planning
Singer/SVE
1967

Medical Workers in the Community
Eye Gate

People Who Create Art
Guidance Associates
1972

People Who Influence Others
Guidance Associates

People Who Make Things
Guidance Associates
1972

People Who Organize Facts
Guidance Associates
1972

People Who Work in Science
Guidance Associates
1972

Public Service Workers
Eye Gate

The New American Farmer
Eye Gate

GAMES AND SIMULATIONS

Career Bingo Game
Popeye Career Awareness Program
King Features

MEDIA KITS

A Highway to Work and Play
McKnight Publishing Co.
1973

Covering the News
People at Work Series
Pathescope
1975

Developing Understanding of Self and Others
American Guidance Service, Inc.
1973

Enforcing the Law
Pathescope
1975

Making People Healthy
Pathescope
1975

Nursing
People at Work Series
Pathescope
1975

COMPONENT 3.0 LIFESTYLE AND PERSONAL SATISFACTIONGRADE LEVEL 4-6MAJOR OBJECTIVE 3.1 WORK MEANS DIFFERENT THINGS TO DIFFERENT PEOPLE

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
3.1.1 Explain how different careers might affect the type of friends people have.	Soc. Stds. English	Money might dictate where we live; location of where we live; educational level might dictate how we like to relate.
3.1.2 Identify the different rewards from working.	Art Soc. Stds. English	Expression of self-chosen career, money, contributing to others, support self and family, provides feelings of being worthy.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. The teacher can discuss lifestyles then have students write a paragraph describing a possible career he/she would like because of the lifestyle it offers. 2. Interview one or two persons in a career cluster area to compare the type of educational preparation required, monetary reward, and personal satisfaction acquired. 3. The teacher can describe or do a unit on the lifestyle of a famous person such as the President, professional athlete, movie star, or the local mayor. This can be followed by each student writing a one page paper on the lifestyle of a famous person or on someone they think is important.	.F.V.S.D. Career Education Guide .Career Interview Form located in the Career Technician's Handbook	Students will discuss career, how money may affect the type of friends people have and will pick one career which would give them contact with the types of friends they like and will describe or list why.
1. Children draw picture of the house in which they live. 2. With a catalog and an amount of spending "money", select specific items & explain reasons for buying those items. 3. Have students put in power sequence, a list of tasks to accomplish a certain goal. 4. Write about a favorite hobby and tell how it might help in a choice of careers. 5. The teacher can choose an appropriate group process from the Group Facilitators Handbook to use with students, with the purpose of identifying rewards from their work at home and school.	.Paper, paint, paste, etc. .Old catalogs, (Sears, Montgomery Wards) .Classroom discussion on priority ranking, pencil, paper .Resource persons who have turned a hobby into a career. .Group Facilitator Handbook	Student can show reward of working by house they live in. Students can show rewards from career by items selected from the catalog. Student will be able to experience the reward of sequencing in reaching goals. Student will be able to see how a hobby could be a career.

COMPONENT 3.0 LIFESTYLE AND PERSONAL SATISFACTIONGRADE LEVEL 4-6MAJOR OBJECTIVE 3.1 WORK MEANS DIFFERENT THINGS TO DIFFERENT PEOPLE.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
3.1.3 Explain how academic, interpersonal and communication skills relate to occupational choices.	Soc. Stds.	Worker-Trait Groups
3.1.4 Distinguish between those components of lifestyle that are subject to change and those that are not.	Soc. Stds. English	Components not subject to change, physical size, family size, maturity level, basic talent such as art, music. Components subject to change: interests, aspirations, attitudes, values, achievement, friends, home, occupation, training, roles, priorities, and goals.
3.1.5 List the components of his/her own lifestyle that are subject to change.	Soc. Stds.	Personal care and adornment; place of living; ways to interact with others; work; leisure skills; amount of free time.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. Have student name their out-of-school interests. 2. Have student identify school subjects in which he/she is most interested. 3. The teacher can ask students to list a variety of occupations that demand academic skills, interpersonal skills and communication skills. From the record list placed on the chalk board each student will pick one or more of the occupations. They will then go to the Career Resource Center and look up and record the skills needed for the occupation. Each student will then meet with the teacher individually or in small groups and share what they have learned.	.Written list, pencil, paper .Dictionary of Occupational Titles .Dept. of Labor Youth Employment Brochure	Students will name interests they have and be able to list subjects of interest and work skills learned. The students shall complete the reports and file them in their Career Planning Folder.
1. Interview parents about careers and write a three paragraph report describing the occupation. The interview should follow: 1) What is your job now? 2) What training did you need to get your job? 3) Where did you get your training? 4) What other jobs have you had and where did you get your training? 5) Have your interests changed? If so, in what directions? 6) Have your work goals changed? 7) Do you think you might change occupations again?	."Interviewing" filmstrip by Guidance Associates	Each student will complete the assignment and turn it in to be filed in his/her Career Planning Folder.
1. Have students arrange their own school day. 2. Have students find out how many different roles their parents have had & the reasons for change.	.English Text section on discussions .SRA Career Awareness Kit .Super's <u>Work Values</u>	Each student will list the components of his/her life that he/she can change.

COMPONENT 3.0 LIFESTYLE AND PERSONAL SATISFACTIONGRADE LEVEL 4-6MAJOR OBJECTIVE 3.1 WORK MEANS DIFFERENT THINGS TO DIFFERENT PEOPLE.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
3.1.5 (cont'd)		
3.1.6 Relate the desire to change components of lifestyle to his/her attitudes and values.	Art Soc. Stds.	Student's career can change some lifestyle components if they choose to. Define attitude and value.
3.1.7 Identify what work means to him/her.	Social Studies	Rewards such as recognition, contributing, helping others, money, trust.
3.1.8 Describe how his/her wants and needs are similar and different than his/her peers.	English Lang.Arts	Wants and needs can differ from peers and family.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
3. Have students discuss responsibilities to these specific groups: parents, teachers, community, peers.	.Doubleday Filmstrip "The Many Ways We Are"	
1. The teacher will list on the chalk board some components students can change in their lifestyle. 2. With a given grocery budget, and a hypothetical "family", decide what to buy for a week to feed the family. 3. The teacher can have students construct a Wishing Tree Bulletin Board (use leaves to write careers interested in; write one sentence why career is appealing).	.Value Clarification .Filmstrips/films on "Values" and/or "Setting Goals" .Local newspapers - grocery add section .Colored construction paper for leaves, branches, trunk	Students will prepare a list of those lifestyle components that he/she can change. Students will make a partial grocery list deciding how much was spent on needs and how much on wants. Each student will have a leaf on the tree.
1. Have student explain how his/her in-school and out-of-school interests relate to certain rewards. 2. Have community resource persons speak to class about their career and related rewards.	.Written report - use Occupational Outlook Handbook from library .F.V.S.D. Community Resource Guide	Students will discuss "in" and "out" of school rewards for his/her activities. Students will record the rewards associated with the guest speakers' careers.
1. The teacher can have students discuss "do you see yourself as others see you?" This can be before or after having each student prepare a list of: <u>I See Me As Others See Me As</u>	.Use poems "If" by Rudyard Kipling and "Myself" by Edgar Guert .Group Leadership: A Manual for Group Leaders .Filmstrip "Values"	Students will prepare a list/statement of his/hers wants and needs that are the same and different from his/her classmate's.

COMPONENT 3.0 LIFESTYLE AND PERSONAL SATISFACTION

GRADE LEVEL 4-6

MAJOR OBJECTIVE 3.1 WORK MEANS DIFFERENT THINGS TO DIFFERENT PEOPLE

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
3.1.9 Formulate and execute a plan to increase a reward for work he/she is doing.	Soc. Stds. English Lang. Arts	Planning: Outcomes (what is now-what should be), strategies to increase reward, timeline, evaluation.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. The teacher will select a specific task typical to the students in the class. Put on the board the present rewards and agree as to the deserved rewards. Through group discussion techniques and by dividing the class into groups of four, each group will then plan strategies to increase the reward and decide on a timeline. Then each group will share with the rest of the class. After each group presentation, the class as a whole, will agree as to the best strategy and agree on the evaluation. When this task is complete, each student will select a task they are doing; decide what rewards they are getting now and what rewards they would like to have; create strategies to achieve the desired outcome; decide timelines; and put in how they plan to evaluate their efforts.		Each student will complete his/her plan.

COMPONENT 3.0 LIFESTYLE AND PERSONAL SATISFACTIONGRADE LEVEL 4-6MAJOR OBJECTIVE 3.2 JOB SATISFACTION IS DEPENDENT ON HARMONIOUS RELATIONSHIPS BETWEEN WORKER
AND WORK ENVIRONMENT.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
3.2.1 Demonstrate knowledge of acceptable interpersonal verbal communication skills.	Art English Speech Soc. Stds.	Listening; sharing; feedback; positive remarks
3.2.2 Explains different environments including advantages and disadvantages.	Soc. Stds. Guidance	Occupations have different environments inside, outside, or both: extreme heat or cold; wet and humid; noise and vibration; hazardous; fumes/odors/toxic conditions/dust/poor ventilation
3.2.3 Identify ways environments can be changed.	Soc. Stds.	Change location of living; change friends, change places to play or change leisure activities; change self-attitudes.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. The teacher might want to acquire resource persons to contribute to the class through demonstrations of listening, feedback, sharing and stroking. Then through small group guidance techniques, each student will experience listening and sharing. Such an activity will need to occur on a regularly scheduled basis for no less than four sessions and no more than six.	.State adopted English text .TA for Tots .Joining Together by D. Johnson .Value Clarification .DUSO .Filmstrip series on peer relationships/getting along with others .Tell it Like It Is .Reaching Out by D. Johnson .Group Leadership: A Manual for Group Leaders .College/University interns .Peer Counselors .Junior high/high school counselors .Local Community Mental Health Personnel	Each student will describe listening skills and feedback skills. Each student will demonstrate listening, feedback and sharing in a small group setting.
1. The teacher can create a series of occupations (200) representing a wide variety of workers. The list needs to be cut with individual occupations placed in a large jar. Each student can then reach in the jar and take an occupation. They will then develop a report on the advantages and disadvantages of typical working environments.	.Appalachia Career Education unit on working conditions .Resource Guide .Resource person who has lived in similar area	Each student will complete a job search on the advantages and disadvantages of the typical working environment.
1. The teacher will have students list three things that can be developed through a person's efforts (e.g., physical skills, academic skills, social skills.)	.Filmstrips on environments and ecology .Community Mental Health workers .School Psychologist .Doubleday Multimedia Filmstrips on Lifestyles	Students will list things that can be changed by a person's efforts.

MAJOR OBJECTIVE 3.2 JOB SATISFACTION IS DEPENDENT ON HARMONIOUS RELATIONSHIPS BETWEEN WORKER
AND WORK ENVIRONMENT

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
3.2.4 List ways groups control environments.	Soc. Stds. English P.E.	Laws (Federal/State/County/City) Planning an atmosphere Having similar values Initiating beautification projects Working together towards common goals
3.2.5 Verbalize his/her preferred environments and why he chooses them.	Soc. Stds. English	Personal values
3.2.6 List ways he/she might change his/her present environment.	Soc. Stds.	Planning Brainstorming

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. The teacher can have students identify ways in which other people's responsibilities influence and control behavior (e.g., policeman, fireman, social worker). The teacher and class can brainstorm to find one environment they can do as a class effort (make school grounds better, make classroom atmosphere as desired, etc.). Then the class will construct a plan, assign tasks, implement the strategies, evaluate the results and then write about it.	.Law and Society series .American Bar Association .Local county/city governmental offices and materials	Students will list the ways groups can control the environment.
1. The teacher can have each student complete a survey of feelings about jobs (e.g., "How would you feel, if you had this job?" policeman, teacher, doctor, fireman, etc.) When students report on their findings the teacher is encouraged to form a set of "feeling words".	.Value clarification .Filmstrip/films on values .SRA - Career Awareness Kit .DUSO	Each student will list his/her desired characteristics of environments.
1. The teacher might arrange to visit a facility where one of the three persons work for the purpose of: Responsibilities of the job; equipment needed; harmonious relationships with other workers. Each student will then choose one environment he/she would like to change and list ways they might go about it.	.<u>Group Leadership: A Manual for Group Leaders</u> .Group Facilitator Handbooks .Filmstrip on planning .Life Career Games by Palo Alto U.S.D.	Each student will list the rules for brainstorming and/or each student will complete a plan on how to change an environment(s).

COMPONENT 3.0 LIFESTYLE AND PERSONAL SATISFACTIONGRADE LEVEL 4-6MAJOR OBJECTIVE 3.2 JOB SATISFACTION IS DEPENDENT ON HARMONIOUS RELATIONSHIPS BETWEEN WORKER AND
WORK ENVIRONMENT.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
3.2.7 Identify a number of occupations that his/her choice of environment would be fulfilled.	Soc. Stds.	There are a number of jobs that fulfill a person's choice of environment.
3.2.8 Formulate a plan to influence one or more of his/her environments.	English Soc. Stds. Speech Guidance	Planning to influence environment.
3.2.9 Demonstrate acceptable interpersonal skills conducive of a harmonious relationship within the school environment.	English Soc. Stds.	Listening (reflection/clarification) Feedback (Johari Window) Working as a team member

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. The teacher can have students gather information on three different kinds of jobs and/or have students interview one person from each of the three careers that relate to his or her environmental choices. These should be recorded in his/her Career Planning Folder.	.Dictionary of Occupational Titles .CVIS .Occupational Outlook Handbook .SRA Occupational Exploration Kit .Community workers .Doubleday Multimedia, filmstrip series on lifestyles .Telephone directory	Each student can list at least five occupations that have environments that he/she wants.
1. Role play a mini-department store. Assign persons to at least five different jobs in the store. Have students guess how each employee helps the other employees. 2. Have students build a town and assume roles of occupations within the town or hopping center. 3. Have student work in committees for the purpose of designing a house, school or cabin.	.Planning format prepared by teacher (outcome/alternative strategies/strategies chosen/task analysis/evaluation).	Each student will complete a plan to influence one of his/her environments.
1. The teacher might ask the school counselor, school psychologist or a member of the local mental health unit to teach students listening and feedback. An alternative is to have peer counselors from the upper grades come in and demonstrate the desired behaviors.	.Group Leadership: A Handbook for Group Leaders .Group Facilitator Handbooks .Reaching Out by D. Johnson .Values Clarification .Carkhuff "Active Listening" materials	Each student will be observed demonstrating listening, giving positive feedback and giving complimentary comments.
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COMPONENT 3.0 LIFESTYLE AND PERSONAL SATISFACTIONGRADE LEVEL 4-6MAJOR OBJECTIVE 3.3 JOB SPECIALIZATION CREATES INTERDEPENDENCE

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
3.3.1 Identify the work values of persons who are employed in repetitive types of jobs.	Soc. Stds.	Work Values, Super's, Altruism, Esthetic, Creativity, Intellectual Stimulation, Achievement, Independence, Prestige, Management, Economic Return, Security, Surroundings, Supervisory Relations, Associates, Way of Life, Variety.
3.3.2 Describe how it takes many workers depending on each other's efforts to produce a manufactured item.	Journalism Soc. Stds. Speech Art Drafting	It takes many workers depending on one another to produce a manufactured product.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. Students can visit a post office to interview the people who carry out the different tasks performed in the post office. 2. Then the class will set up a post office in the classroom and appoint post office workers. 3. Students list all the people involved in making lunch, i.e., bread baker, grocer, farmer, etc. 4. Students can visit a local bank and learn about the different jobs within the bank. 5. Students can start a class newspaper. Select a publisher, reporters, linotype people, etc. 6. Study trip to a supermarket. Create a work tree adding all the jobs involved running a supermarket.	.SRA Career Awareness Kit .Bread and Butterflies .Super's Work Values Inventory .Value clarification .State of Oregon Career Ed. Curriculum Guides .Dictionary of Occupational Titles (worker-trait classifications)	Students can list the work values associated with workers who do perform repetitive tasks.
1. The teacher can have students list steps necessary to get news to paper for a given story. 2. Visit a courtroom. Role play careers in a courtroom. 3. Play a mini community. a) Decide on necessary careers needed. b) Interview people in occupations. 4. Develop a list of physical education related careers. 5. Build a shopping center or small town and assume the roles of occupations within the town. 6. Make a diorama of possible future developments in a given career area.	.Local Newspaper offices .Study trip to County courts in Santa Ana. See school district Study Trip Guide. .Career Interview Form (attached) .Resource person. See School Dist. Community Resource Guide & Career Interview Form .Study trip to local shopping center .Occupational information in Career Resource Center .Construction paper, paints, cardboard, etc. .Chipboard, old magazines, paste .Career Interview Form	Students can list the steps involved in getting an item in the paper. Students can role play at least 3 persons in a courtroom. Students can list at least 5 occupations needed in a mini-community Students can list these careers related to physical education. Students can list at least 10 occupations within a town. Students can list three future developments in a given career. Students can list ten jobs in the community.

COMPONENT 3.0 LIFESTYLE AND PERSONAL SATISFACTION

GRADE LEVEL 4-6

MAJOR OBJECTIVE 3.3 JOB SPECIALIZATION CREATES INTERDEPENDENCE

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
3.3.2 (cont'd)		
3.3.3 Identify repetitive chores he/she enjoys and describe the rewards he/she receives.	All	<u>All</u> work has rewards.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
7. Students will list jobs in our community. a) Discuss buildings needed for these jobs. b) Students select buildings to be made from cardboard, paper, paint, etc. 8. Make a collage of jobs or services that are related. 9. Have a student interview a school coach to find out the importance of interdependency of team members.		Students can list at least four jobs that are related. Students can explain the importance of team members in a given sport.
1. The students can be assigned to keep a Personal Record Notebook in which they record all chores they do at home or school. They will identify what tasks they do, keep a count on how many times a day and/or week they do it. Each student will then be instructed to write in what rewards they get from completing the tasks.	.SRA Career Awareness Kit .Bread and Butterflies .Values Clarification .Joining Together by D. Johnson .Filmstrip by Guidance Associates on values	Each student will identify his/her repetitive chores and will list what rewards he/she receives.

ACTIVITIES FOR

Grades 4-6, Concepts 3.1-3.3

1. What are three things that you do in your job? _____

2. Where do you do your work? _____

3. What equipment do you use in your work? _____

4. What education or training do you need for your work? _____

5. Which school subjects relate to your job? _____

6. What do you like about your work? _____

7. What do you dislike about your work? _____

8. What other careers depend upon you doing your job? _____

9. How much leisure time does your job allow you? _____

RESOURCES

GRADE LEVEL 4-6 3.0 LIFESTYLE AND PERSONAL SATISFACTION

BOOKS

Comprehensive Career Education System,
Curriculum Development Model K through 12
Learning Activities in all subject areas
Educational Properties

Jobs in Communications
An Exploring Careers Book
Lothrop, Lee and Shepard
1974

Jobs in Public Service
Exploring Careers Book
Lothrop, Lee and Shepard
1974

The Most Important Thing
Whatcha Gonna Do?
Encyclopedia Britannica Educational Corp.
1973

FILMSTRIPS

People Who Organize Facts
Guidance Associates
1972

People Who Work in Science
Guidance Associates

GAMES & SIMULATIONS

Grow Power
Eileen Koper Binder
Educational Activities, Inc.
1974

CASSETTE TAPES

Knowing Our Community Helpers
Singer/SVE
1969

MEDIA KITS

A Highway to Work and Play
McKnight Publishing Co
1973

The Valuing Approach to Career Education
Education Achievement Corp
1973

FILMS

A City Awakens
Churchill Films
1971

Duke Thomas, Mailman
Churchill Films

COMPONENT 4.0 OCCUPATIONAL ROLES

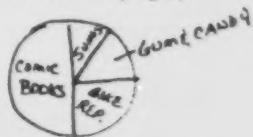
GRADE LEVEL 4-6

MAJOR OBJECTIVE 4.1 CONSUMER AWARENESS AND USAGE WILL DETERMINE CAREER STABILITY.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
4.1.1 Identify the factors that influence the interaction between producers and consumers.	Social Studies	. Producers influence consumers by advertising, creating new products that make work easier. . Consumers influence producers through needs such as food, clothing, shelter, transportation.
4.1.2 Demonstrate awareness that much of advertising and merchandising is aimed at fulfilling consumer wants.	Social Studies	. Advertising aimed at fulfilling consumer wants. . Merchandising aimed at fulfilling consumer wants.
4.1.3 Identify the major areas where money must be spent and how this influences the achievement of a desired life style.	Social Studies	. The major areas where money must be spent as food, shelter, clothing, transportation, services. . Amount of money a person earns influences their life style.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. List people's needs vs. luxuries (food vs. T.V.) 2. List products produced in past that are no longer produced today. 3. Interview a producer who produces goods/articles for holidays (clothing, greeting cards, Xmas trees, etc.) 4. Categorize articles/ads representing seasonal sales.	. Sears Catalogue . Magazines . Sunday Newspapers . Montgomery Ward Catalogue . PennySavers . T.V. Ads	Give an example(s) of how a producer decides what to manufacture.
1. Produce in small groups a T.V. commercial script to sell a product. 2. Collect containers used at home and compare information given on each container.	. Ads in all forms of media . Containers or packaging found in home or stores	Give examples of wants and needs they have.
1. Make a class bar chart identifying 10 activities students prefer outside of school that they spend money for. (Movies, roller-skating, Disneyland, etc.) 2. Write an essay on "If I had all the allowance I wanted I would.." 3. Make up a graph on "My Allowance Pie": with areas such as, comic books, savings, gum and candy bike repairs, and how this makes up the portions of the pie. (cont. on next page)		List the major areas where adults must spend money in order to live at a given level.

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COMPONENT 4.0 OCCUPATIONAL ROLESGRADE LEVEL 4-6MAJOR OBJECTIVE 4.1 CONSUMER AWARENESS AND USAGE WILL DETERMINE CAREER STABILITY.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
4.1.3 (cont.)		
4.1.4 Demonstrate knowledge that consumers have certain legal rights and that agencies are available for their protection.	Social Studies	. Consumers legal rights . Agencies available for consumer protection, Better Business Bureau, County, Consumer Affairs, Department of California State Department of Consumer Affairs.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
4.1.3 (cont.) 4. Add lesson on fractions. "If I had \$1.00 a week I would spend... 25¢ on _____ 50 ¢ on _____ 10 ¢ on _____ 10 ¢ on _____ 5 ¢ on _____ 		
- Construct a diorama to include services performed by government and private business regularly in a neighborhood. - Write to State Department of Consumer Affairs for information on regulations governing professions, and food producers. - Contact local market managers to give a talk on legal requirements for the sale of food and the type of inspectors that check food distribution.	- Local stores and markets - Telephone directory - State and county Dept. of Consumer Affairs	List an agency that protects the buyer from bad business practices.

COMPONENT 4.0 OCCUPATIONAL ROLESGRADE LEVEL 4-6MAJOR OBJECTIVE 4.1 CONSUMER AWARENESS AND USAGE WILL DETERMINE CAREER STABILITY.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
4.1.5 Demonstrate that consumers must know how to handle complaints against sellers of goods and services.	Social Studies Language Arts	. Consumer's complaints against sellers of goods and services.
4.1.6 Demonstrate an understanding of the influences that affect the selection and purchasing of food, housing, clothing, transportation, education, health services and leisure time activities.	Social Studies	. The influences that affect the selection and purchasing of food, housing, clothing, transportation, education, health services and leisure time activities such as money, occupation, location of work, availability of public transportation, health insurance, medical facilities, size of family, climate, availability of recreation facilities and areas.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. Role play situations from experiences on how to present a complaint to a store manager. 2. Identify by listing the reasons why people return products to stores. 3. Categorize in "reasonable" and "unreasonables" category the reasons why products are returned or complaints are made. 4. Obtain from Department of Consumers Affairs a list of agencies that that could be contacted to register complaints or dissatisfactions. 5. Obtain and play a simulation game. 6. "Swindle" to learn how to spot and avoid gyps and frauds in products. 7. Obtain transparency masters, "Got a Complaint?" to teach where and how to complain and return a purchase.	. Department of Consumer's Affairs . Simulation games . Transparencies, "Got a Complaint?"	Give an example of how to handle a complaint.
1. Pantomime family responsibilities in the home and name goods used in performance of jobs in the home.	. Personal experience of students.	Give examples of something that influences how money is spent for each of the stated categories.

COMPONENT 4.0 OCCUPATIONAL ROLESGRADE LEVEL 4-6MAJOR OBJECTIVE 4.1 CONSUMER AWARENESS AND USAGE WILL DETERMINE CAREER STABILITY.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
4.1.7 Describe how he/she handles his/her rights and responsibilities as a consumer.	Social Studies	The rights and responsibilities of a consumer, when a product is purchased that must be exactly what the conditions of sales are.
4.1.8 List what influence producers have on his/her buying habits.	Social Studies	The influence producers have on buying habits including advertising on TV, in magazines, in newspapers, and signs.
4.1.9 Identify how merchandising and advertising can influence personal choices.	Social Studies Language Arts	Merchandising and advertising influence personal choices by creating a want or by creating a choice for a necessary product as bread, clothing, etc.
4.1.10 Identify that he/she will need to plan and budget spending for food, clothing, health services, transportation, leisure activities and housing to achieve a desired life style.	Math Social Studies	Planning and budgeting necessary to achieve a desired life style.
4.1.11 Identify that he/she must be aware of rights and responsibilities as a consumer.	Social Studies	Rights and responsibilities as a consumer; when a product is purchased, it must be in working order, assembled accurately or unspoiled and must include what is on the label.
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SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
Role play situations involving rights and responsibilities of young buyers.	. St. Dept. of Consumer Affairs . Orange County Department of Consumer Affairs. . Better Business Bureau . Legal Aid	Give an example of his/her consumer rights and/or responsibilities.
Discuss T.V. commercials on children's programs.	. Posters . Media commercials . Personal experiences . Magazines . Newspapers	Give an example of how he/she was influenced to buy something.
Write a paragraph about why they purchased a specific kind of toy or "junk" food.	. Personal experiences	Give an example of how he/she was influenced to buy something.
Role play adults deciding how to spend money. Using a sum of \$30.00 and a chart to include food, clothes and recreation, have students work in pairs on spending.	. Sample budget plans . Own family's experiences	Give a reason for budgeting income.
Have a guest speaker from a consumer agency.	. Orange County Dept. of Con. Affairs . State Dept. of Consumer Affairs . Better Business Bureau	Give an example of his/her consumer rights and/or responsibilities.
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COMPONENT 4.0 OCCUPATIONAL ROLESGRADE LEVEL 4-6MAJOR OBJECTIVE 4.1 CONSUMER AWARENESS AND USAGE WILL DETERMINE CAREER STABILITY.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
4.1.12 Demonstrate how he/she can handle a complaint of dissatisfaction with merchandise, service or personnel.	Language Arts	The handling of complaints of dissatisfaction with merchandise, service or personnel by going back to the place of purchase, talking with the manager, talking with the owner, contacting the Department of Consumer Affairs and Better Business Bureau.
4.1.13 Demonstrate an understanding of how he/she is influenced by sellers of goods and services.	Social Studies Language Arts	Sellers of goods and services influence consumers through advertising and merchandising.
4.1.14 Discuss what merchandising and advertising techniques influence most of his/her buying choices.	Language Arts Social Studies	Merchandising and advertising techniques influence buying choices.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
Role play handling complaints.	Department of Consumer's Affairs Simulation games. "Got a Complaint?" Guest speakers	Teacher observation and judgement of role playing situation.
Write an ad to sell his/her bike or some other toy to young people their age.	Posters Media commercials Magazines Newspapers TV magazines	Whether or not the item he/she wishes to sell has any willing buyers.
Write a report on how advertising influences what they buy.	Personal experiences.	State reasons why he/she selected a particular item over others.
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COMPONENT 4.0 OCCUPATIONAL ROLES

GRADE LEVEL 4-6

MAJOR OBJECTIVE 4.2 IDENTIFYING WITH AND PARTICIPATING IN ADULT ROLES AND RESPONSIBILITIES

IS CONSUMMATED IN THE WORK ENVIRONMENT.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
4.2.2 Identify work roles and the responsibilities associated with each.	All Subjects	Responsibilities originating from specific work roles such as construction laborer, a carpenter's helper, a carpenter, a gasoline station owner, a teacher, a doctor, a salesman.
4.2.3 List the characteristics of successful work roles.	All Subjects	Characteristics of successful work roles such as: . Punctuality . Adequate Income . Promotions . Likes work . Likes fellow workers . Continues to learn . Allocates ample time for recreation

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. Demonstrate one way, two way communication modes and discuss advantages and disadvantages of each. Give a "leader" a drawing of squares, circles and rectangles and instruct leader to give verbal directions to others to duplicate the drawing. Followers cannot ask any questions or make any comment. (One-way communication). Then with a new drawing instruct leader to give directions and followers to ask as many questions as necessary to complete drawing. (2 way communication) 2. Make cardboard signs that people need to be able to read in order to function in a particular occupation. Categorize signs as 1) Needed by all people or 2) Needed by specialists. 3. Compare amount of reading needed to be done by various occupations by rating scale: <u>1 5 10 15 20</u> i.e. Construction worker vs. doctor. 4. For homework, each student will list 3 things their parent(s) must read every day to stay on the job. 5. Plan an art project with total class, write out procedural steps on chart for all to follow.	1. Samples of the above from real work situations. 2. Industrial and company handbooks. 3. Do a case study on a worker. 4. Art supplies 5. Magazines 6. Books on workers.	1. Student will tell why these traits are necessary to keep a job.

COMPONENT 4.0 OCCUPATIONAL ROLES

GRADE LEVEL 4-6

MAJOR OBJECTIVE 4.2 IDENTIFYING WITH AND PARTICIPATING IN ADULT ROLES AND RESPONSIBILITIES IS
CONSUMMATED IN THE WORK ENVIRONMENT.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
4.2.1 Demonstrate awareness that in order to keep a job, people must demonstrate abilities such as following written and verbal directions, reliable decision making, and supervising with an awareness of orderly details and proficient and efficient coordination and speed.	All Subjects	Job keeping skills.
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SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. List jobs in which individual effort can accomplish task and jobs in which cooperation is necessary for task completion. 2. Role play a job interview. "Employer" will develop a list of characteristics important to him/her. a) Skills needed for job tasks, b) Personal attributes of grooming, c) Values: responsibility, independence, honesty and promptness. 3. Make a drawing scrapbook of adults at school and three jobs they perform. 4. Play "What's My Line" with a panel of experts guessing an adult occupation.	1. Guest speakers 2. Field trips	1. Student will pick a work role and give the worker's responsibilities.
1. "Celebrity" interview: Role play a T.V. or radio interviewer. Interviews will be: 1) a politician, 2) a movie star 3) Professional sportsman. Ask: 1) What do you think is the single most important characteristic you needed to be successful in your career? 2) Who encouraged you the most while you were developing your career? 3) If you were giving advice to a protege what would be your first suggestion?	1. Field trips 2. Speakers 3. Observations of successful adults.	1. Student will list the characteristics of successful work roles.

COMPONENT 4.0 OCCUPATIONAL ROLESGRADE LEVEL 4-6MAJOR OBJECTIVE 4.2 IDENTIFYING WITH AND PARTICIPATING IN ADULT ROLES AND RESPONSIBILITIES IS
CONSUMMATED IN THE WORK ENVIRONMENT.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
4.2.4 Identify the characteristics of an acceptable community member role.	Social Studies	Characteristics of an acceptable community member such as adequate home maintenance, voter, volunteers to help in community activities, respects rights of others, involves self in community government by attending meetings and/or being on committees when asked.
4.2.5 Describe the ideal parent role.	Social Studies	Characteristics of ideal parent role to include spending time with children.
4.2.6 Identify the characteristics of his/her present roles.	Language Arts Social Studies	Characteristics of role of child 4-6 years old.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
- After assigning class jobs such as "line-leaders", ball monitor, caretaker, librarian, make a pocket chart for time cards for each job. On each pocket chart, mark a one to five rating daily for task performance. Score each helper for one week and record scores on a master chart for token pay scales. - Construct bulletin board on "People in the News" with articles up-dated. Categories can be identified: "Our community helpers", "Politicians, entertainers, business and government employees."	- People in local community who are successful and admired. - Local community agencies as Cancer Foundation, Red Cross, Heart Fund, March of Dimes, etc.	Students will give examples of what is expected of a good citizen.
- Construct a diorama of a parent with each doing a specific job at home. - List "can" and "can'ts" of various household members: CAN CAN'T - Role play a family.	Personal experiences of students.	Student will tell what his/her ideal parent would be like.
- Each student fills out a "Work Sheet" on a job they have at home, i.e.: - Job. - Amount of time for job performance - Tasks in job. - How to do job more efficiently. - Problems encountered. - Decisions to be made.	Personal experiences of students.	Give examples of his/her role at school, home, and in the community.

COMPONENT 4.0 OCCUPATIONAL ROLESGRADE LEVEL 4-6MAJOR OBJECTIVE 4.2 IDENTIFYING WITH AND PARTICIPATING IN ADULT ROLES AND RESPONSIBILITIESIS CONSUMMATED IN THE WORK ENVIRONMENT.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
4.2.6 (cont)		
4.2.7 List contributions he/she makes to his/her present environment.	Social Studies Science	Environment is dependent on contributions from each individual such as keeping room clean, keeping classroom and school yard clean, keeping noise levels down, talking with family members, listening, helping others through scouting organizations, helping younger students, assisting teachers, getting along well with others.
4.2.8 Describe how he/she might change his/her environment.	Social Studies Science	Quality of environment can be changed by improvements from individuals through planning ways to help at school and home, decorating room at home and school, taking time to relate to all friends, meeting students, sharing with others.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
4.2.6 (cont) 2. Fill out student Interest Inventory Listing: A. Things I like to do alone... B. Things I like to do with other people.		
1. On a dittoed "Bill of Rights" have each student write three "rights" at school and three rights at home. Discuss relationship of rights to responsibilities when children share their "Bill". 2. Listen to the story of the "Little Red Hen". Compare rights and responsibilities theme to this fable. Identify underlying lesson. 3. Fill out Questionnaire on Rights I would like to have at home and/or at school.	1. Story, "Little Red Hen".	1. Give examples of how he/she contributes to home, school, and community.
1. Bulletin board with Postman delivering mail emphasizes letter to classmates telling how a student has helped another. "Joe shared his yo-yo with me." Jean helped me with my home-work. 2. "Citation" box in shoe box holds notes about what students have done to help one another: At the end of the week 10 notes are pulled and read in front of the class.	1. Duso Kit #2--All lessons on how "I can help others."	1. Give an example of how he/she can make his/her home, school, or neighborhood a better place to be.

COMPONENT 4.0 OCCUPATIONAL ROLESGRADE LEVEL 4-6MAJOR OBJECTIVE 4.2 IDENTIFYING WITH AND PARTICIPATING IN ADULT ROLES AND RESPONSIBILITIESIS CONSUMMATED IN THE WORK ENVIRONMENT.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
4.2.8 (cont.)		
4.2.9 Define the learning, working and leisure environments necessary for him/her to achieve maximum productivity.	Social Studies	Learning, working and leisure environments influence productivity of self by causing feelings of happiness, creativity and contributions to self and others.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
4.2.8 (cont) 3. Duso Kit #2--All lessons on how "I can help others." 4. Have an anti-litter campaign or contest. Every day have all class members collect litter at school. Collect paper in large container and have a group of children paste on crumpled paper on a giant bug made out of butcher paper. How long will it take to fill up the litter bug? 5. What do you do that helps yourself? 1. Clean room? 2. Keep self clean? 3. Feed self? 6. What do you do that helps your home and family? 1. Follow safety rules? 2. Help old ladies across street? 3. Keep yard pick up? 4. Make articles others can buy and use?		
1. Compare an orchestra and a family. Why is it important for each instrument (family member) to carry out its job? Do all instruments (people) play the same notes (do exactly the same thing)? What does the director of an orchestra do as compared to the head(s) of the household? When does harmony (or disharmony) occur?	1. Focus on Self Development Kit #2. 2. Art supplies 3. Sets of costumes to wear to project roles.	1. List what things make him/her work the hardest to achieve a given goal?

COMPONENT 4.0 OCCUPATIONAL ROLES

GRADE LEVEL 4-6

MAJOR OBJECTIVE 4.2 IDENTIFYING WITH AND PARTICIPATING IN ADULT ROLES AND RESPONSIBILITIES

IS CONSUMMATED IN THE WORK ENVIRONMENT.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
4.2.9 (cont.)		

SUGGESTED LEARNING ACTIVITY

RESOURCES

ASSESSMENT STRATEGIES

2. Play a career "think game". Certain jobs demand certain skills. (Both a pilot and a doctor must handle delicate instruments.) Ask students to identify what attitudes and abilities are common to two or more jobs. Pull job names from a hat 2 at a time and identify 1 skill or attitude necessary for both.
3. Each student will write three jobs they could do around home or/and school and tell how these job skills could be related to a real work environment.

COMPONENT 4.0 OCCUPATIONAL ROLESGRADE LEVEL 4-6MAJOR OBJECTIVE 4.3 WORKER TRAITS ARE TRANSFERABLE TO MANY OCCUPATIONS

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
4.3.1 Identify worker trait groups.	Career Resource Center	One hundred and fourteen (114) worker trait groups
4.3.2 List occupations associated with each worker trait group.	Social Studies	(Worker-trait groups)
4.3.3 Describe similar worker traits in occupations in a career ladder.	Social Studies	(Career Ladders)

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. List all characteristics of successful workers and asterisk all characteristics important for all jobs. 2. Get worker trait materials from Dictionary of Occupational Titles. 3. Name a worker, then brainstorm about the interests and abilities that worker might need. (e.g., gardener--likes to work outdoors) List these attributes on a chart and have the class think of as many other workers as possible who might need same interests and abilities.	Career Education guides located in Career Center Any learning materials that discuss career clusters at appropriate reading levels Occupational Outlook Handbook Dictionary of Occupational Titles	List <u>X</u> number of worker trait groups.
1. List all characteristics of successful workers and asterisk all characteristics important for all jobs. 2. Get worker trait materials from Dictionary of Occupational Titles. 3. Name a worker, then brainstorm about the interests and abilities that worker might need. (e.g., gardener--likes to work outdoors) List these attributes on a chart and have the class think of as many other workers as possible who might need same interests and abilities.	Career Education guides located in Career Center Any learning materials that discuss career clusters at appropriate reading levels Occupational Outlook Handbook Dictionary of Occupational Titles	List <u>X</u> occupations in a given worker trait group.
1. List all characteristics of successful workers and asterisk all characteristics important for all jobs. 2. Get worker trait materials	Career Education guides located in Career Center Any learning materials that discuss career clusters at appropriate reading levels Occupational Outlook Handbook Dictionary of Occupational Titles	Make a career ladder showing skill progression in similar worker traits.

COMPONENT 4.0 OCCUPATIONAL ROLESGRADE LEVEL 4-6MAJOR OBJECTIVE 4.3 WORKER TRAITS ARE TRANSFERABLE TO MANY OCCUPATIONS

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
4.3.3 (cont'd)		
4.3.4 List his/her worker traits and relate these to a number of occupations.	Social Studies	What worker traits they have and what occupations can they be used in.
4.3.5 Identify these worker traits he/she would like to enhance.	All	Deciding what to improve in self.
4.3.6 List jobs he/she qualifies for.	Social Studies	(Possess salable worker traits)

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
3. Name a worker, then brainstorm about the interests and abilities that worker might need. (e.g., gardener--likes to work outdoors) List these attributes on a chart and have the class think of as many other workers as possible who might need same interests and abilities.		
1. Have each student identify a hobby and work with another student with the same or similar hobby. Together list all the skills needed to maintain this hobby and what occupations can be related to this specific hobby.	Career Resource Center Materials Career Education Instruction Guides Appalachia fusion units	Tell how his/her traits can help him in several occupations.
1. Write short story on "How I can best improve myself," or "How I cope with with my feelings."	Check lists for work habits Worker Trait definitions in Occupational Outlook Handbook Worker Trait definitions in Dictionary of Occupational Titles	List worker traits he/she would like to improve.
1. Make up an ad to sell your skills to people in your community. (Would you be able to wash windows, sweep sidewalks, cut lawns, carry trash cans in?)	Personal experiences Career Resource Center Technician Career Planning Folder	List the jobs he/she might be able to perform for pay at this time.

RESOURCES

GRADE LEVEL 4-6 4.0 ADULT OCCUPATIONAL ROLES

BOOKS

Everyone Has Important Jobs to Do
Children's Press
1970

Job Family Series
Science Research Associates

FILMSTRIPS

Getting Along With Others
McGraw Hill Book Co

PRINTED MEDIA, NON-BOOK

Occupational Exploration Kit
Science Research Associates

In the construction of the Career Development Competency Model (CDCM), term usage and/or definition is necessary to ensure consistency.

To define the major tasks of a competency model for a career education delivery system the Career Education Competency Committee has agreed to the following definitions for the project:

- a) Career Education -- is a concept which influences all experiences at all levels and in all disciplines. Career education seeks to blend the development of academic skills, leisure skills, and occupational skills. Career education is designed to infuse concepts of career development into all levels by providing each student with a coordinated educational experience consisting of career awareness, exploration, preparation, guidance and placement.
- b) Career Development -- is a lifelong process which involves a series of experiences, decisions and interactions which, taken cumulatively, result in the formulation of a viable self concept and provide the means through which that self concept can be implemented both vocationally and avocationally.
- c) Competency -- is a developed knowledge, attitude or skill that is observable, that can be transferred from a learning situation to a real life situation and that involves the production of a measurable outcome.
- d) Component -- is the term used to identify sets or categories of concepts.
The four components of the CDCM are:
 - .CAREER PLANNING and DECISION MAKING
 - .EDUCATION, WORK & LEISURE ALTERNATIVES
 - .LIFESTYLE and PERSONAL SATISFACTION
 - .OCCUPATIONAL ROLES (added to the California Career Development Model)
- e) A concept -- is an assumption, opinion or rationale of what should be.
.There are 16 concepts in the CDCM. Each concept will be extended in terms of competencies to be demonstrated.
- f) Functional Competency Levels -- are the levels of competencies to be demonstrated.
.The levels are 1) awareness (knowledge) of environment and awareness (knowledge) of self, 2) internalization (understanding in terms of self) and 3) action (utilizing internalized knowledge).

The levels are systematic. That is, evaluation and revision can occur (and in fact do occur) at each competency level.

Huntington Beach Union High School District

CAREER DEVELOPMENT COMPETENCY MODEL

CAREER PLANNING AND DECISION MAKING

Individuals differ in their interests, aptitudes, abilities, values and attitudes.

The understanding, acceptance, and development of self is a life long process and is constantly changed and influenced by life experiences.

Environment and individual potential interact to influence career development.

Individuals must be adaptable in a changing society.

Career planning should be a privilege and responsibility of the individual.

EDUCATION, WORK AND LEISURE ALTERNATIVES

Knowledge and skills in different subjects relate to performance in different work roles.

There is a wide variety of occupations which may be classified in several ways.

Societal expectations influence the nature and structure of work.

There is a relationship between the commitment of education and work and the availability and utilization of leisure time.

There are many training routes to job entry.

LIFESTYLE AND PERSONAL SATISFACTION

Work means different things to different people.

Job satisfaction is dependent on harmonious relationships between worker and work environment.

Job specialization creates interdependence.

OCCUPATIONAL ROLES

Consumer awareness and usage will determine career stability.

Identifying with and participating in adult roles and responsibilities is consummated in the work environment.

Worker traits are transferable to many occupations.

Functional Competency Levels		Developmental Levels		
		K-3	4-6 (Level 1)	7-8 (Level 2)
AWARENESS	ENVIRONMENT			
	SELF			
INTERNALIZATION	ENVIRONMENT			
	SELF			
ACTION	ENVIRONMENT			
	SELF			

CAREER EDUCATION PROGRAM DESCRIPTIONPHILOSOPHY

We believe the educational program should promote an infusion of developmental experiences in career education; and

- * Should increase the awareness and aspirations of all students and expand their career options.
- * Should be an integral part of all disciplines.
- * Should develop attitudes, self-realization, basic career development skills, human relation skills, and habits which enhance the transition to the world of work.
- * Should be a means to build bridges connecting knowledge, skills, life and career preparation found in a variety of settings in conjunction with the classroom.
- * Should be sensitive to the changing inter-relationships between work and leisure.
- * Should be developmental, continuous, and based on flexibility for a fluctuating society.

MAJOR GOALS OF CAREER EDUCATION

The Career Education Goals of the District are:

1. Career Planning and Decision Making To provide students the opportunity to understand themselves as they relate to their individual abilities, interests, aptitudes, the environment, changing society and responsibilities to career decisions.
2. Education, Work and Leisure Alternatives To ensure students the maximum opportunity to acquire the basic and technical skills, awareness of occupational classifications, societal expectations, commitment to work and leisure alternatives and to gain access to career programs.
3. Lifestyle and Personal Satisfaction To develop an understanding by students of the different roles of work, the need for harmonious relationships and the interdependence created by job specialization.
4. Occupational Roles To provide students the necessary consumer skills, opportunities to assume adult roles, and worker traits which will increase personal mobility in the career arena.

MAJOR OBJECTIVES OF CAREER EDUCATION

- 1.1 Students will be able to utilize in their own career planning, the fact that individuals differ in their interests, aptitudes, abilities, values and attitudes.
- 1.2 Students will be able to utilize in their own career planning, the fact that understanding, acceptance, and development of self is a lifelong process and is constantly changed and influenced by life experiences.

MAJOR OBJECTIVES OF CAREER EDUCATION (cont'd)

- 1.3 Students will be able to utilize in their own career planning, the fact that environment and individual potential interact to influence career development.
- 1.4 Students will be able to utilize in their own career planning, the fact that individuals must be adaptable in a changing society.
- 1.5 Students will be able to utilize the fact that career planning is a privilege and responsibility of the individual.
- 2.1 Students will be able to utilize in their own career planning, the fact that knowledge and skills in different subjects relate to performance in different work roles.
- 2.2 Students will be able to utilize in their own career planning, the fact that there is a wide variety of occupations which may be classified in several ways.
- 2.3 Students will be able to utilize in their own career planning, the fact that societal expectations affect the nature and structure of work.
- 2.4 Students will be able to utilize in their own career planning, the fact that there is a relationship between the commitment to education and work and the availability and utilization of leisure time.
- 2.5 Students will be able to utilize in their own career planning, the fact that there are many training routes to job entry.
- 3.1 Students will be able to utilize in their own career planning, the fact that work means different things to different people.
- 3.2 Students will be able to utilize in their own career planning, the fact that job satisfaction is dependent on harmonious relationships between worker and work environment.
- 3.3 Students will be able to utilize in their own career planning, the fact that job specialization creates interdependency.
- 4.1 Students will be able to utilize in their own career planning, the fact that consumer awareness and usage will determine career stability.
- 4.2 Students will be able to utilize in their own career planning, the fact that identifying with and participating in adult roles and responsibilities is consummated in the work environment.
- 4.3 Students will be able to utilize in their own career planning, the fact that worker traits are transferrable to many occupations.

RESOURCES FOR CAREER EDUCATION

1. Student Time
Students will utilize the Career Center and class time in varying degrees depending on need. A minimum of one semester to four years could be assigned depending on specific career objectives.

RESOURCES FOR CAREER EDUCATION (continued)

2. Staff Resources

The entire staff will be involved in career education to some degree. A cadre including a counselor, coordinator and career technician will provide campus leadership for Career Education.

3. Materials and Equipment

In addition to the standard instructional resources, this program will include:

- a. Campus-based career guidance center
- b. Computerized Vocational Information System
- c. Work Experience Education and Placement unit
- d. Coastline Regional Occupational Program

4. Program Budget

While it is difficult to determine specific budget allocations in addressing infusion into the curriculum, specific costs can be attributed to one or more components of Career Education:

a. CROP	\$408,000
b. VEA B, F and G*	193,860
c. VEA Part D, C.E*	120,000
d. Student Employ.	280,000
e. Guidance	300,000
f. Other Instruc.	<u>2,700,000</u>

\$4,001,860

*Items B & C represent federal funding which will be expended for Career Education. All figures are preliminary estimates pending a final budget and notification of funding.